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Vermont Health Education Guidelines for Curriculum and Assessment

**SECOND EDITION
2010**

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Foreword

The Vermont Department of Education has a strong commitment to helping schools provide safe, civil, orderly and positive learning environments that help students make healthy choices. Schools have an enormous potential for helping students develop the knowledge and skills they need to be healthy during their school years and beyond. According to the 21st Century Partnership, health literacy is one of the interdisciplinary themes that will help promote a higher level of understanding of core subjects.


A number of authorities agree on the integral relationship between health and academic achievement. The American Cancer Society, together with more than 40 national health, education and social service organizations, asserts that “education and health are interdependent systems” and that “healthy children are in a better position to acquire knowledge.” Research indicates a strong relationship between student involvement in specific health-risk behaviors and negative results on measures of school performance and education outcomes, including graduation rates, class grades and performance on standardized tests.

The Department of Education recognizes the importance of providing students with solid instruction and learning opportunities in the area of health education. First published in 1996 and revised in 2000, Vermont’s Framework of Standards and Learning Opportunities identifies the essential knowledge and skills that should be taught and learned in school; among other standards, the document includes standards that illustrate the importance of maintaining health, making healthy choices and developing health skills.

Curriculum frameworks provide schools with pertinent information for local curriculum development. The Vermont Health Education Guidelines for Curriculum and Assessment builds on those frameworks and focuses on skill development with essential knowledge for health literacy. Additionally, it provides guidance for implementation of assessment strategies that will drive and improve education and can be used to monitor program effectiveness. This resource is intended to help improve health education in Vermont schools by providing guidelines for schools to develop standards-based curriculum, assessments and classroom instruction in alignment with Vermont standards. I trust that educators will find this document to be an invaluable tool in developing health education curriculum for their schools.

A handwritten signature in black ink, reading "Armando Vilaseca".

Armando Vilaseca
Commissioner



Section 1:

Introduction to

Health Education

in Vermont

Introduction

Schools have the opportunity and responsibility to help students develop the knowledge and skills they need to be healthy and achieve academically. To achieve these goals, schools must select or develop and then implement a curriculum that is standards-based, developmentally appropriate, and respects current social needs.

The primary purpose of this manual is to support Vermont teachers in the development of curriculum, instruction, and assessment of students' knowledge and skills in health education. This guide for aligning curriculum, instruction, and assessment is based on *Vermont's Framework of Standards and Learning Opportunities*, National Health Education Standards, the work of the State Collaborative on Assessment and Student Standards, and the Centers for Disease Control and Prevention Adolescent Risk Behaviors.

What Is Included in This Manual?

The *Vermont Health Education Guidelines for Curriculum and Assessment* manual is divided into the following four sections:

Section 1: Health Education in Vermont

This section includes:

- rationale for health education
- regulations for teaching health education in Vermont
- health education within the context of a coordinated school health program
- factors considered in conceptualizing the *Vermont Health Education Guidelines for Curriculum and Assessment*

Section 2: Curriculum and Assessment Guidelines

This section includes the health education guidelines for grades pre-K through 12. The guidelines identify standards, outcomes, and assessment criteria for health education in Vermont.

Section 3: Assessment for Health Education

This section includes:

- overview of assessment
- rubric cards, which provide scoring criteria
- student posters that highlight the scoring criteria
- template for writing performance tasks
- examples of effective performance tasks
- project options

Section 4: Curriculum, Instruction, and Assessment Connections

This section includes information about effective curricula; aligning curricula, student instruction, and assessment; and a plan for designing and coordinating the development of a pre K–12 comprehensive health education curriculum.

Appendices

The appendices contain a variety of tools and resources to support the work of health educators in Vermont.

Rationale for Health Education

Promoting healthy behaviors to help young people acquire the knowledge and skills to become healthy and productive adults is an important part of the fundamental mission of schools. Because health-related behaviors are both learned and changeable, there is no better time to initiate formal health education than in the elementary school years, when the child is more flexible and forming health behaviors. Research has consistently confirmed and given a clear message: by promoting healthy behaviors, schools can increase students' capacity to learn, reduce absences, and improve physical fitness and mental alertness.

Public support for health education in today's schools is strong. A 1993 Gallup Survey funded by the American Cancer Society documented this high value for health education. Major findings included:

- Nearly nine in ten adolescents feel health information and skills are of equal or greater importance than other subjects in school.

- More than four in five parents of adolescents (82 percent) feel that health education is either more important than or as important as other subjects taught in school.
- Parents clearly support teaching problem solving, decision making, and other health-related skills in schools.
- Administrators view health education as being of equal to or greater importance than other things adolescents are taught in school and believe that students need to be taught more health-related information and skills in school.

Acknowledgment of the need for improved health education and behaviors comes from the corporate world as well as from the public at large. The health status of the work force is a major recognized threat to the country's economic competitiveness. Poor worker health status results in low productivity and efficiency, loss of work time, and increased costs for medical care and medical insurance to treat preventable disease. Current national efforts to improve the health of Americans urge individuals to consistently practice behaviors that promote lifelong personal health and well-being; to access quality health care services effectively; and to promote the health of others, the community, and the environment. Health knowledge and skills are as significant to economic competitiveness and education reform as the knowledge and skills taught in any other subject in the schools.

Regulations for Teaching Health Education in Vermont

In 1978, the Vermont legislature passed the Comprehensive Health Education Law (16 V.S.A. §131), which defined the eleven components of comprehensive health education and established the statewide Comprehensive Health Education Advisory Council. In 1983, the Vermont Legislature passed Act 51 (16 V.S.A. § 909), mandating Alcohol and Drug Prevention Education Programs. In 1988, the Legislature amended the Comprehensive Health Education Law of 1978 to clarify the definition of Comprehensive Health Education and required health education as a course of study for grades K–12 in Vermont schools. (See Appendix A.)

In February 2006, the Vermont Department of Education revised the *School Quality Standards*, which provide rules to ensure all students equal opportunities in education that would enable them to achieve or exceed expectations identified in *Vermont's Framework of Standards and Learning Opportunities*. Several sections of the *School Quality Standards* support the development of standards-based health education and assessment both at the classroom level and as part of a comprehensive assessment system. (See Appendix B.)

Health Education within the Context of a Coordinated School Health Program

A coordinated approach to school health improves students' health and their capacity to learn through the support of families, schools, and communities working together. Health education provides students the information and skills they need to make healthy choices in life. The Coordinated School Health Program (CSHP) reinforces positive healthy behaviors throughout the school community, making it clear that health education can't begin and end in the classroom. If students are to adopt healthy behaviors, they need to see the relevance to their own lives and to have the opportunity to practice healthy behaviors within their schools, homes, and communities.

For example:

- School nutrition services can serve appealing, nutritious foods that meet the Dietary Guidelines, display informational materials that reinforce classroom lessons on nutrition, and participate in the design of nutrition education programs.
- Students participating in youth programs can plan and implement school-wide health initiatives that affect the school environment and staff/student wellness.
- Schools can offer parent education programs focusing on topics that parallel those in the classroom curricula.
- Physical education instructors can integrate instruction on health-related fitness throughout the year, including cardiovascular endurance, flexibility, muscular strength and endurance.

The following components are included in the Vermont Coordinated School Health Program Model.

Curriculum: Promoting, Learning, and Adopting Health Behaviors—The **health education** program is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. In addition to separate health education courses taught by qualified, trained teachers, the Vermont Department of Education supports the integration of health instruction into physical education, driver and traffic safety education, family and consumer science, and developmental guidance, as well as other content areas.

Physical Activity: Modeling and Encouraging the Achievement of Lifelong Physical Fitness—Quality **physical education** should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional, and social development, and should provide activities and sports that students enjoy and can pursue throughout their lives. Qualified, trained teachers teach physical education. The school and community can promote the achievement and maintenance of a health-enhancing level of physical fitness through an environment that supports physical activity opportunities.

Health Services: Enhancing School Health Services—**Health services** include services to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care services; prevent and control communicable disease and other health problems; provide emergency care for illness or injury; and promote and provide education and counseling opportunities for promoting and maintaining individual, family, and community health. Qualified professionals such as physicians, school nurses, nurse practitioners, and other allied health personnel provide these services.

Nutrition and Food Service: Encouraging Healthful Nutrition—**Nutrition services** include access to a variety of nutritious and appealing meals that accommodate the health and nutritional needs of all students and reflect the U.S. Dietary Guidelines. These services are designed to include culturally and medically appropriate foods that promote growth and development, pleasure in eating, and long-term health. Nutrition education is an integral part of the school nutrition program. Qualified child nutrition professionals provide these services.

Guidance and Counseling: Supporting Social and Emotional Well-being—**School counseling, psychological, and mental health services** work to improve students' mental, emotional, and social health. These services include education, individual and group assessments, interventions, and referrals. Professionals such as certified school counselors, student assistance professionals, home-school coordinators, psychologists, and social workers provide these services.

School Environment: Creating Positive Learning Environments—**Healthy school environment** includes safe and aesthetically pleasing equipment, buildings, and grounds; a culture that promotes an equitable, safe and healthy climate for all students; and policies, procedures, and conditions that support the well-being of students and staff. To learn and teach most effectively, students and staff must be in settings where they feel safe, supported, and comfortable.

Staff and Faculty Wellness: Promoting Faculty and Staff Wellness—Faculty and staff wellness includes opportunities for fitness activities, health assessments, education, and support programs. These opportunities encourage school staff to pursue healthy lifestyles that contribute to improved health status, improved morale, and greater personal commitment to the school's coordinated health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities help improve productivity, decrease absenteeism, and reduce health insurance costs.

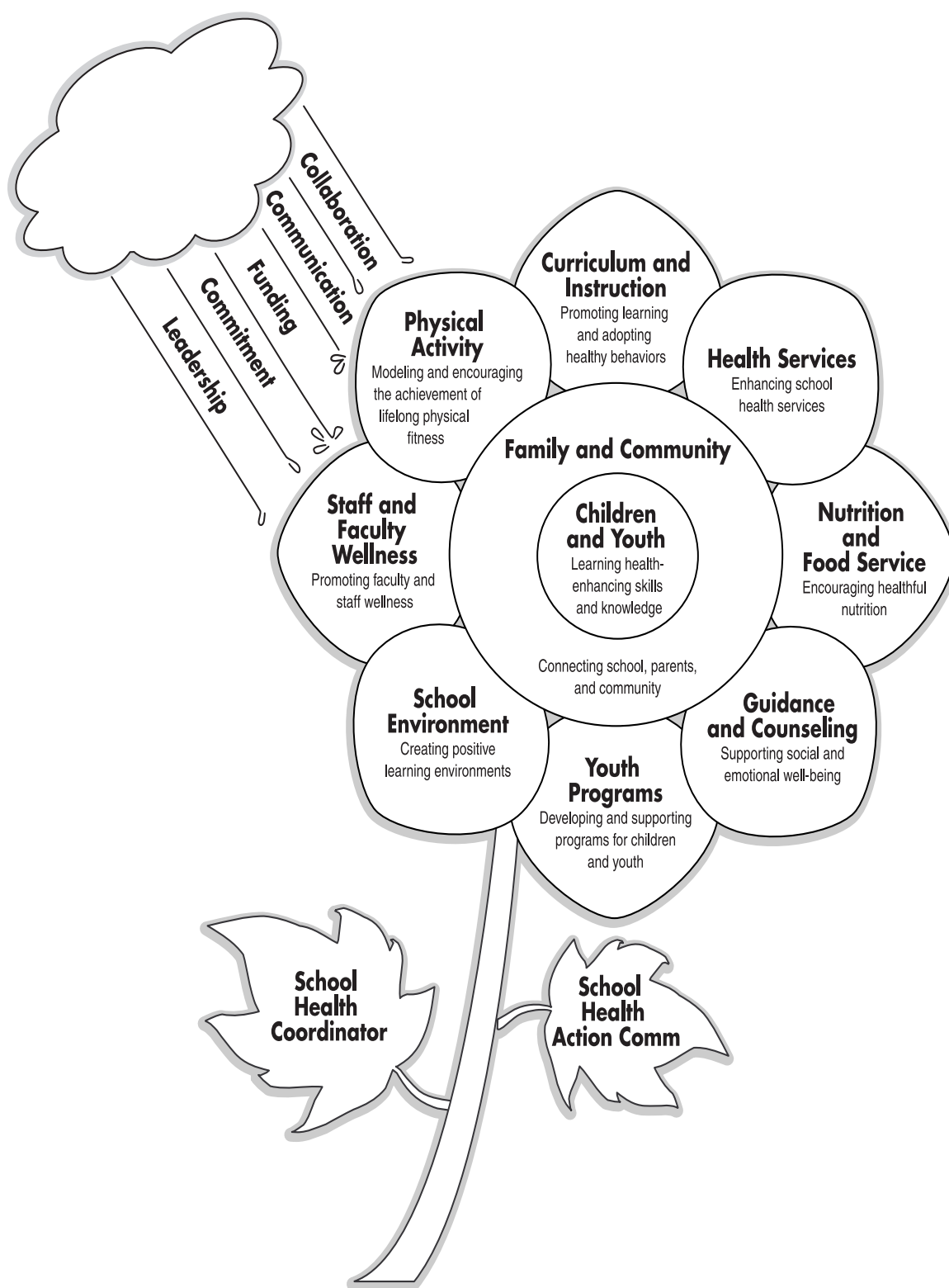
Youth Programs: Developing and Supporting Programs for Children and Youth—After-school activity programs, mentoring programs, and youth service projects provide children and youth the opportunity to expand their social skills, discover new areas of interest, and develop connections, as well as providing opportunities for meaningful contributions at school and in the community. These programs promote positive self-esteem, creativity, leadership, and reinforce safe, positive, healthy attitudes and behaviors.

Family and Community: Connecting School, Parents, and Community—Family and community involvement includes families, communities, and schools working in partnership to form a powerful alliance in promoting healthy and successful youth. School health coalitions can build support for school health program efforts. Schools encourage parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.

School Health Coordinator and School Health Action Committee—The school health coordinator can play a key leadership role in linking the components and ensuring they are working together to meet student's needs. The coordinator provides the leadership for initiating collaborative actions, bringing together school leaders, faculty and staff, parents, community members and organizations, and fosters communication among these stakeholders.

The **School Health Action Committee** works with the **school health coordinator** to bolster the implementation of the components and is a vital part of the model. The role of the School Health Action Committee is to identify, prioritize, plan for, and implement action steps toward coordinating and improving school health programs. The committee membership should include representation from all of the component areas and a diverse cross-section of the community.

VERMONT COORDINATED SCHOOL HEALTH PROGRAM MODEL



Conceptualizing the *Vermont Health Education Guidelines for Curriculum and Assessment*

In developing the *Vermont Health Education Guidelines for Curriculum and Assessment*, a working group of health education professionals examined a variety of national, state, and local documents to determine the content and format of the guide. In addition, education and health research and policy were examined and used as a foundation for the development of this document. Some of the key factors that influenced the development of this manual and the guidelines include:

- *Vermont Framework of Standards and Learning Opportunities* and Vermont statutes on Comprehensive School Health
- National Health Education Standards and the link to Vermont Standards
- CCSSO~SCASS Health Education Assessment Project
- CDC Guidelines and Research-validated Curricula
- Safe and Drug-Free Schools and Communities—Principles of Effectiveness
- Risk Behaviors, Resiliency, and Developmental Assets

Vermont Framework of Standards and Learning Opportunities and Vermont Statutes

Vermont's Framework of Standards and Learning Opportunities provided one of the major driving forces in the development of these health education guidelines. *Vermont's Framework of Standards* was developed as a resource to guide schools in the development of curriculum and assessment. While health education was not identified as a Field of Knowledge, standards that focus on health literacy are an integral component of the Vital Results and Fields of Knowledge.

Vermont Law 16 V.S.A. §131 requires schools to teach comprehensive health education and lists eleven components to be included: body structure and function; community health; safety; disease prevention; family and mental health; personal health; consumer health; human growth and development; alcohol, tobacco, and other drug education; nutrition; and sexual violence prevention. Act 51, 16 V.S.A. Sec. 909 mandates that all students receive alcohol, tobacco, and other drug prevention education. These health education guidelines are designed to support schools in the implementation of *Vermont's Framework of Standards and Learning Opportunities* within the context of the laws that support health education.

National Health Education Standards

The National Health Education Standards provided another driving force in the development of the *Vermont Health Education Guidelines*. The National Health Education Standards, which focus on the health knowledge and skills to be assessed, are critical to the healthy development of children and youth. The implementation of the National Health Education Standards has driven the improvement of student learning across the nation by providing a foundation for curriculum, instruction, and assessment of student performance. The standards also provide a guide for enhancing teacher preparation and continuing education. The goal of the National Health Education Standards is to improve educational achievement for students and to improve health in the United States.

The Joint Committee on National Health Education Standards defines health literacy as “the capacity of individuals to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance health.” People who are health literate:

- can think things through and make health choices in solving their own problems
- are responsible and make choices that benefit themselves and others
- are in charge of their own learning
- can use communication skills in clear and respectful ways

There are eight National Health Education Standards:



Health Education Standard 1 (Concepts–CC): Students will comprehend concepts related to health promotion and disease prevention to enhance health. This standard is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues and concepts related to achieving good health.



Health Education Standard 2 (Analyzing Influences–INF): Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.



Health Education Standard 3 (Accessing Information–AI): Students will demonstrate the ability to access valid health information and products and services to enhance health.



Health Education Standard 4 (Interpersonal Communication–IC): Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.



Health Education Standard 5 (Decision Making–DM): Students will demonstrate the ability to use decision-making skills to enhance health.



Health Education Standard 6 (Goal Setting–GS): Students will demonstrate the ability to use goal-setting skills to enhance health.



Health Education Standard 7 (Self Management–SM): Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



Health Education Standard 8 (Advocacy–AV): Students will demonstrate the ability to advocate for personal, family, and community health.

Linking Vermont Standards to the National Health Education Standards

Vermont's Framework of Standards and Learning Opportunities was developed in Vermont during the same timeframe that the National Health Education Standards were being developed. Yet, there is a clear relationship between the two sets of standards and, thus, the assessment of those standards. The knowledge and skills addressed in both sets of standards are essentially the same. However, the order in which the standards are presented differs. The connections between the national and Vermont standards are presented in the following table.

NATIONAL HEALTH STANDARDS	VERMONT STANDARDS AND EVIDENCE
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<p>3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.</p> <p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • Cause and prevention of disease • Relationship between behavior and health • Nutrition and MyPyramid <p>7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.</p>
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.
3. Students will demonstrate the ability to access valid health information and products and services to enhance health.	<p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • Locate, access, and evaluate resources

NATIONAL HEALTH STANDARDS	VERMONT STANDARDS AND EVIDENCE
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. Evidence: <ul style="list-style-type: none"> • Refusal and negotiation skills </p>
5. Students will demonstrate the ability to use decision-making skills to enhance health.	3.7 Students make informed decisions.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.	<p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. Evidence: <ul style="list-style-type: none"> • Set a personal health goal </p>
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<p>3.3 Students demonstrate respect for themselves and others.</p> <p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. Evidence: <ul style="list-style-type: none"> • Recognize and manage stress • Wear seat belts and helmets • Use food pyramid to guide food selection </p> <p>3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.</p>
8. Students will demonstrate the ability to advocate for personal, family, and community health.	<p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>5.15 Students design and create media products that successfully communicate.</p>

The CCSSO~SCASS Health Education Assessment Project

The CCSSO~SCASS Health Education Assessment Project (HEAP) is another driving force in the development of the health education guidelines. Vermont is a member of the State Collaborative on Assessment and Student Standards (SCASS) HEAP, which is coordinated by the Council of Chief State School Officers (CCSSO). The HEAP was started in 1993 to identify and develop assessment measures in the area of health education. The project is designed to help member states develop innovative materials to use in assessing student health performance in health education. Its major purpose is to guide improvement in health education curriculum planning and delivery. Materials developed from this project significantly influenced the development of this manual.

CDC Guidelines

CDC has published guidelines for school health programs based on a review of published research and input from academic experts and national, federal, and voluntary organizations interested in child and adolescent health. The guidelines include specific recommendations to help states, districts, and schools implement health programs and policies that have been found to be most effective in promoting healthy behaviors among youth. Recommendations cover topics such as policy development, curriculum development and selection, instructional strategies, staff training, family and community involvement, evaluation, and linkages between various components of the coordinated school health programs. CDC has published guidelines on the following four topics: tobacco use and addiction, promoting lifelong physical activity, promoting lifelong healthy eating, and prevention of the spread of HIV/AIDS.

CDC's Research-validated Curricula

In 1992, CDC/DASH began the Research to Classroom Dissemination project. The purpose of the project is to identify health education programs that have credible evidence of reducing health risks among youth. Rigorously designed evaluations of curricula with outcomes that include a reduction in health risk behavior are reviewed by a CDC panel, which considers the design of the research, the selection of the experimental and control groups, and the choice of statistical methods. A report of the evaluation findings is disseminated by CDC, and national training is available on these research-based programs.

CDC/DASH identifies criteria for tobacco use prevention curricula. Programs must demonstrate an association between exposure to the intervention and at least one of the following behavioral outcomes:

- preventing initiation of tobacco use
- reducing the prevalence of tobacco use

- increasing percentage of tobacco users quitting tobacco use
- increasing percentage of smokers reporting reduction of tobacco use

Programs for HIV, STD and unintended pregnancy must include at least one of the following behavioral outcomes in order to be considered effective.

- a delay in the initiation of sexual intercourse
- a reduction in the number of sexual partners
- a reduction in the frequency of sexual intercourse
- an increase in the use of condoms
- a decrease in pregnancy rate
- a decrease in the newly reported cases of an STD

There are advantages to adopting research-based curricula for the local schools. There is limited instructional time and that time should be devoted to programs that have been shown to work. Few local and state agencies have sufficient funding to conduct their own controlled studies of health education programs and cannot assume that well-designed local programs will necessarily produce behavioral changes. Choosing research-based curricula, which are taught with fidelity, can assure school, parent and community groups that the health education instruction provided to students has been shown to reduce risk behaviors that lead to unhealthy outcomes.

Reference: <http://www.cdc.gov>

Safe and Drug-Free Schools and Communities— Principles of Effectiveness

The United States Department of Education has established six “Principles of Effectiveness” to govern how recipients will develop and implement programs under Title IV—Part A: Safe and Drug-Free Schools and Communities National Activities. A program or activity developed under the Safe and Drug-Free Schools and Communities Act (SDFSCA) must meet the Principles of Effectiveness and such program shall:

1. Be based on an assessment of objective data regarding the incidence of violence and illegal drug use in schools and communities, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools.
2. Be based on an established set of performance measures aimed at ensuring that the schools and communities to be served by the program have a safe, orderly, and drug-free learning environment.

3. Be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use. (An LEA may apply to the State for a waiver of the requirement of research-based programming to allow innovative activities or programs that demonstrate substantial likelihood of success.)
4. Be based on an analysis of the data reasonably available of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, assets, or other variables in schools and communities in the State identified through scientifically based research.
5. Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.
6. Be based on the periodic evaluation of progress toward reducing violence and illegal drug use, and the results shall be used to refine, improve and strengthen the program and be made available to the public.

Reference: <http://www.cdc.gov/mmwr/PDF/ss5704.pdf>

The United States Department of Education provides a list of allowable costs. The following list identifies those allowable costs that are relevant to health education curriculum.

1. **Program Requirements**—A local educational agency shall use funds made available under section 4114 to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs, that shall:
 - A. foster a safe and drug-free learning environment that supports academic achievement;
 - B. be consistent with the principles of effectiveness described in subsection (a)(1);
2. **Authorized Activities**—Each local educational agency, or consortium of such agencies, that receives a subgrant under this subpart may use such funds to carry out activities that comply with the principles of effectiveness described in subsection (a), such as the following:
 - A. Age-appropriate and developmentally based activities that—
 - (i) address the consequences of violence and the illegal use of drugs, as appropriate;
 - (ii) promote a sense of individual responsibility;
 - (iii) teach students that most people do not illegally use drugs;
 - (vi) teach students to recognize social and peer pressure to use drugs

- illegally and the skills for resisting illegal drug use;
 - (v) teach students about the dangers of emerging drugs;
 - (vi) engage students in the learning process; and
 - (vii) incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
- E. Drug and violence prevention activities that may include the following:
- (viii) Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 - (xiii) Age-appropriate, developmentally based violence prevention and education programs that address vicimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.

Risk Behaviors and a Coordinated School Health Program

In the United States, 72% of all deaths among persons aged 10–24 years result from four causes: motor-vehicle crashes, other unintentional injuries, homicide, and suicide. Results from the 2007 national Youth Risk Behavior Survey (YRBS) indicated that many high school students engaged in behaviors that increased their likelihood of death from these four causes. Among high school students nationwide during 2007, 11.1% had never or rarely worn a seat belt when riding in a car driven by someone else. During the 30 days before the survey, 29.1% of high school students had ridden in a car or other vehicle driven by someone who had been drinking alcohol, 18.0% had carried a weapon, and 5.5% had not gone to school because they felt they would be unsafe at school or on their way to or from school. During the 12 months before the survey, 6.9% of high school students had attempted suicide. In addition, 75% of high school students had ever drunk alcohol, and 4.4% had ever used methamphetamines. Substantial morbidity and social problems among youth also result from unintended pregnancies and STDs, including HIV infection. Results from the 2007 survey indicated that 47.8% of students had ever had sexual intercourse, 35.0% of high school students were currently sexually active, and 38.5% of currently sexually active high school students had not used a condom during last sexual intercourse. Among U.S. adults aged >25 years, 59% of all deaths result from two causes: cardiovascular disease and cancer. Results from the 2007 national YRBS indicated that risk behaviors associated with these two causes of death were present during adolescence. Among high school students nationwide during 2007, 20.0% had smoked cigarettes during the 30 days before the survey, 35.4% had watched television 3 or more hours per day on an average school day, and 13.0% were obese. During the 7 days before the

survey, 78.6% of high school students had not eaten fruits and vegetables five or more times per day, 33.8% had drunk soda or pop at least one time per day, and 65.3% had not met recommended levels of physical activity.

Source: Morbidity and Mortality Weekly Report; Surveillance Summaries; Youth Risk Behavior Surveillance—United States 2007; June 6, 2008/Vol. 57/No. SS-4.

<http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf>

The Vermont Department of Education, in collaboration with the Vermont Department of Health, has participated in the YRBS biennially since 1985. Vermont students in grades eight through twelve report health risk behavior similar to those of youth nationally. A complete summary of the most recent Vermont YRBS as well as past surveys can be found at: <http://healthvermont.gov/research/index.aspx#yrbs>.

Effective health education through a coordinated school health program can help reduce risks and develop resiliency in youth. Successful health education programs are designed to equip students with the life skills they need to combat environmental factors that may place them at risk for tobacco, alcohol, and other drug use; violence; vandalism, truancy, school failure, and other unhealthy or risky behaviors. The *Vermont Health Education Guidelines for Curriculum and Assessment* reflect the concepts and skills necessary to prepare students to minimize health risk behaviors and increase their development assets, thus positively affecting the health and well-being of themselves and others.

Section 2:

Curriculum and

Assessment

Guidelines

Curriculum and Assessment Guidelines

The *Vermont Health Education Guidelines* are designed to support schools in the implementation of *Vermont's Framework of Standards and Learning Opportunities*. Standards offer hope for improving student achievement significantly. They provide a basis for what students should know and be able to do. This document identifies Vermont standards that clearly speak about health literacy.

According to the National Health Education Standards, health-literate individuals are critical thinkers, problem solvers, and creative thinkers who can make decisions and set goals within a health promotion context. Critical thinkers apply interpersonal and social skills in respectful relationships. They are effective communicators, who organize and convey beliefs, ideas, and information about health. They conscientiously advocate for the enhancement of personal, family, and community health.

The Vermont standards included in this document are not the only Vermont standards that promote health literacy. Curriculum developers and classroom educators could certainly choose to focus on, as well as assess, other Vermont standards within the health education curriculum.

The health concepts and skills included under each Vermont standard represent a menu from which schools can choose to develop their standards-based health education curriculum, classroom instruction, and assessment. They are not a state mandate, nor do they define a state curriculum. The Vermont standards and the health concepts and skills articulated in this document are intended to serve as a support for developing local curricula, allocating instructional resources, and providing a basis for assessing student achievement and progress. They furnish guidance for the improvement of health instruction, yet leave precisely how this is to be accomplished to teachers and curriculum specialists. The guidelines are intended to be flexible enough to accommodate the strengths and needs of students, families, and local communities.

VERMONT DEPARTMENT OF EDUCATION HEALTH EDUCATION GUIDELINES GRID

Content Areas	Vermont Standards	Skill Assessment Link
Alcohol, Tobacco, and Other Drugs Family, Social, and Sexual Health Mental and Emotional Health Nutrition and Physical Activity Persona Health and Wellness Violence and Injury Prevention	Interpersonal Communication 1.15 Students use verbal and nonverbal skills to express themselves effectively.	Interpersonal Communication <ul style="list-style-type: none"> • Advocacy • Refusal Skills
	Respect 3.3 Students demonstrate respect for themselves and others.	Self Management <ul style="list-style-type: none"> • Respect
	Healthy Indicators 3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.	Core Concepts
	Healthy Choices 3.5 Students make informed, healthy choices that positively affect the health, safety and well-being of themselves and others.	Core Concepts Goal Setting Accessing Information Self Management Interpersonal Communication <ul style="list-style-type: none"> • Refusal Skills
	Decision Making 3.7 Students make informed decisions.	Decision Making
	Problem Solving & Conflict Resolution 3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.	Interpersonal Communication <ul style="list-style-type: none"> • Problem Solving and Conflict Resolution
	Media Literacy 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.	Analyzing Influences
	Media Advocacy 5.15 Students design and create media products that successfully communicate.	Interpersonal Communication <ul style="list-style-type: none"> • Advocacy
	Human Body 7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.	Core Concepts

TABLE 1
RELATIONSHIP OF THE HEALTH EDUCATION CONTENT AREAS AND ADOLESCENT RISK BEHAVIORS TO THE VERMONT FRAMEWORK OF STANDARDS

Health Education Content Areas	Vermont Standards	Centers for Disease Control and Prevention Adolescent Risk Behaviors
Alcohol, Tobacco, and Other Drugs		Alcohol and other drug use
Body Structure and Function	Communication (1.15)	
Community Health	Respect (3.3)	Behaviors that contribute to unintentional injuries and violence
Consumer Health	Health Indicators (3.4)	
Disease Prevention	Healthy Choices (3.5)	Inadequate physical activity
Family and Mental Health	Decision Making (3.7)	
Human Growth and Development	Problem Solving/Conflict Resolution (2.2 & 3.12)	Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection
Nutrition	Media Literacy (5.14)	
Personal Health	Advocacy (1.15 & 5.15)	
Safety	Human Body (7.14)	Tobacco use
Sexual Violence Prevention		Unhealthy dietary behaviors

Health Content Areas

Content areas organize specific content and skill topic descriptors in each section. The Vermont Health Education Guidelines include six health content areas. The content areas come from Vermont's Comprehensive Health Education law and the CDC adolescent risk behaviors.

The following six areas are used as content organizers.



ATOD—Alcohol, Tobacco, and Other Drugs. This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.



FSSH—Family, Social, and Sexual Health. This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

- changes in adolescence
- sexual health/violence
- locating services
- sexuality
- technology
- refusal skills
- STD/HIV
- relationships
- culture
- media influences
- health services



MEH—Mental and Emotional Health. This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

- stress management
- depression/suicide
- feelings
- MEH strategies
- school/family/peers
- problem solving
- self-image



NPA—Nutrition and Physical Activity. This concept area focuses on essential content students need to know about nutrition and physical activity.



PHW—Personal Health and Wellness. This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

- hygiene
- disease prevention
- community and environmental health
- dental care



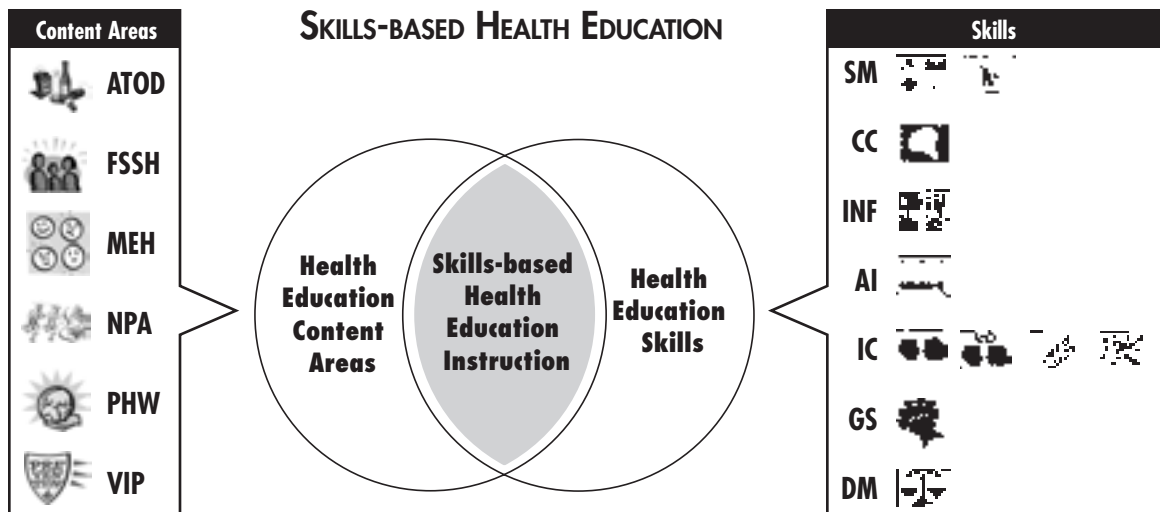
VIP—Violence and Injury Prevention. This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

- harmful/destructive relationships

The following chart indicates how these content areas link to the CDC Priority Risk Behaviors and to the Vermont statutes.

CONTENT AREA LINKS

Content Areas	Links to:
ATOD —Alcohol, Tobacco, and Other Drugs	CDC Priority Risk Behaviors: Alcohol and other drug use, tobacco use VT Content Areas: Alcohol, tobacco and other drugs
FSSH —Family, Social, and Sexual Health	CDC Priority Risk Behaviors: Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection VT Content Areas: Personal behavior involving decision making about sexual activity, including abstinence, skills which strengthen existing family ties, involving communication
MEH —Mental and Emotional Health	VT Content Areas: Family health and mental health, depression and the signs of suicide (2006), how to recognize signs and prevent sexual abuse and sexual violence
NPA —Nutrition and Physical Activity	CDC Priority Risk Behaviors: Unhealthy dietary behaviors VT Content Areas: Nutrition and physical activity
PHW —Personal Health and Wellness	VT Content Areas: Personal health habits, community health
VIP —Violence and Injury Prevention	CDC Priority Risk Behaviors: Behaviors that contribute to unintentional injuries and violence VT Content Areas: Behaviors that result in intentional and unintentional injury
Note: VT Standard 7.14 “The Human Body” focuses on the VT content area Body Structure and Function.	



Assessment Emphasis Areas



Self Management/Respect—This category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks.



Core Concepts—Core Concepts are linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.



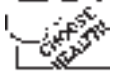
Analyzing Influences—This skill category evaluates students' ability to analyze the influence of internal and external elements on health behavior.



Accessing Information—This skill category evaluates the students' ability to access valid health information and health-promoting products and services.




Interpersonal Communication/Refusal Skills/Advocacy/Problem Solving and Conflict Resolution—This skill category evaluates Interpersonal Communication. Refusal Skills, Advocacy, Problem Solving and Conflict Resolution are embedded with Interpersonal Communication.



Goal Setting—This category evaluates the ability to use goal setting to enhance health.



Decision Making—This category evaluates the ability to use decision making to enhance health.



Elementary School Curriculum Guidelines

Self Management

This is evident when students:

- identify healthful behaviors
 - stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors
 - first aid techniques
 - safety steps
 - strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate



SM

This section describes the skill of Self Management. Respect is embedded within Self Management.



When teaching Respect specifically, these evidences apply. Students will:

- demonstrate kind and caring manner toward self and others
- show consideration for self and others
- demonstrate empathy to other people's feelings and ideas
- demonstrate positive interactions with others
 - use a polite tone
 - use assertive rather than aggressive and confrontational skills
 - listen attentively

3.3 Students demonstrate respect for themselves and others.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome







Content Area VT Standard

Students will be able to:

- Describe the importance of taking responsibility for their own health.
- Demonstrate support for others and their decisions to practice health-enhancing behaviors.



3.3

 ATOD Alcohol, Tobacco, and Other Drugs	 FSSH Family, Social, and Sexual Health	 MEH Mental and Emotional Health
 NPA Nutrition and Physical Activity	 PHW Personal Health and Wellness	 VIP Violence and Injury Prevention

**Students will be able to:**

- Identify healthy ways to express emotions, manage stress, and have fun free of tobacco, alcohol, and other drugs.

**3.5****Students will be able to:**

- Demonstrate ways to show respect for diversity within the community.
- Describe how to be a responsible family member.
- Demonstrate ways to build and maintain positive relationships and friendships.
- Explain how personal behavior can affect the feelings of others.
- Describe ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomic, and religion).

**3.3****Students will be able to:**

- Demonstrate healthy stress management techniques for coping with personal stressors.
- Identify ways to deal with anger, harassment, and bullying.

**3.5****Students will be able to:**

- Recognize that people have different nutritional needs and that healthy body weight varies from person to person.
- Demonstrate support for others and their food selections and activity choices.

**3.3**

- Identify the importance of healthy eating and exercise habits for self and others.
- Describe how to select a healthy diet based on MyPyramid.
- Explain safe food-handling practices.
- Demonstrate the use of protective equipment for physical activity and sports.
- Describe how to determine if an environment is safe for physical activity and sports.

**3.5**



Self Management Skill Outcome

Elementary School

Students will be able to:

- Demonstrate ways to show care, consideration, and respect for self and others.
- Demonstrate ways to support others who are dealing with illness, injury, hazing, harassment, and bullying.



3.3

- Describe the safe use of health care products.
- Demonstrate healthy practices that prevent the spread of germs and disease (e.g., washing hands, food safety, and universal precautions).
- Identify ways people can stay healthy and prevent disease/injury (e.g., using universal precautions, protective equipment).
- Demonstrate basic first aid procedures for common injuries.
- Describe effective disease management routines (e.g., diabetes, asthma, and allergies).
- Identify situations that may involve risks and/or unsafe conditions and ways to make health-enhancing choices.
- Demonstrate personal health care behaviors (e.g., hand washing, dental health, basic hygiene, germ control).



3.5

Students will be able to:

- Identify safety hazards in the home, school, and community (e.g. fire, water, traffic, weapons).
- Demonstrate safety rules that reduce risks and promote health in the home, school, and community, including safety strategies when home alone.
- Demonstrate the use of safety belts when riding in vehicles and helmets when biking, skating, boarding, or skiing.



3.5

Core Concepts

This is evident when students:

- demonstrate accuracy
- demonstrate comprehensiveness
- show relationships among concepts shown
- draw conclusions



3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Name the benefits to children and adolescents of not using tobacco, alcohol, and other drugs.



3.4

- Describe the purpose of medicines.
- Describe the proper use of medicine and the risks of incorrect use.
- Identify some household products that are poisonous.
- Identify products that contain tobacco, alcohol, and other drugs and mind-altering substances.
- Identify short-term and long-term effects and common health problems resulting from use of tobacco, alcohol, and other drugs.
- Identify safe, enjoyable activities that do not include tobacco, alcohol, and other drugs.
- Describe relationships between personal health behaviors, tobacco, alcohol, and other drug use, and individual well-being.
- Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drugs.



3.5

**Students will be able to:**

- Explain the effects of tobacco, including secondhand smoke, alcohol, or other drug use on the body's organs and functions.

**7.14****Students will be able to:**

- Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders.
- Identify strategies that promote emotional and social growth (e.g., strengths and assets).
- Identify ways family and friends help meet physical, emotional, and social health needs.

**3.4**

- Explain the importance of balancing sleep, relaxation, nutrition, physical activity, and recreation in one's life.
- Describe the diversity of family structures.
- Describe changes in family structures (e.g., birth, adoption, marriage, divorce, death).
- Describe how all individuals are unique and special.
- Identify positive role models.
- Describe the importance of trust in relationships.
- Define stereotypes and discuss their impact on people.

**3.5****Students will be able to:**

- Explain how choosing to be active and to eat healthy foods promotes healthy growth and development.
- Explain the importance of nutrition and physical activity in maintaining healthy body systems.

**3.4**

**Students will be able to:**

- Identify the importance of physical activity and healthy food intake as part of a healthy lifestyle.
- Describe health reasons for eating according to MyPyramid.
- Identify and classify foods according to MyPyramid.
- Identify the importance of eating a variety of foods
- Explain how to use basic information found on food labels (e.g., product name, ingredients, nutrient content, storage information).
- Explain the importance of cleanliness when preparing, serving, and eating foods.
- Identify the importance of stretching, warm-up, and cool down exercises.
- Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.

**3.5****Students will be able to:**

- Explain that illness, injuries, and other disorders can affect growth and development.

**3.4**

- Identify safety and environmental hazards that may exist in the home, school, and community.
- Identify strategies to prevent hazardous exposures, e.g., lead, unclean water, chemicals.
- Describe how communities promote environmental health.
- Define illness and wellness.
- Explain the importance of periodic health and dental checkups, screenings, and immunizations.
- Explain how childhood illnesses and injuries can be prevented and treated.
- Differentiate between communicable and non-communicable diseases.
- Identify some symptoms of illness.
- Explain why some health practices hasten recovery from disease.

**3.5**

**Students will be able to:**

- Identify how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution).
- Identify and describe environmental factors that can influence human health (e.g., exposure to microbes, pollution).
- Identify ways the human body fights disease and infections.
- Identify strategies for helping the body to heal from injury.

**7.14****Students will be able to:**

- Describe the importance of practicing traffic, bicycle, fire, water, and personal safety techniques.
- Explain the right to personal privacy and differentiate between appropriate and inappropriate touch.
- Identify rules for interactions with strangers and people they know.

**3.5**

Analyzing Influences

This is evident when students:

- analyze, interpret, and/or evaluate the effects and influences of media messages
- support judgments about what is seen and heard
- compare what is seen and heard in the media to personal life
- explain effects of point of view and bias in the media
- identify and analyze internal as well as external factors that may influence decisions



INF

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Identify methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.



5.14

Students will be able to:

- Identify ways that media influence perceptions of health and wellness (e.g., body size, food choices).



5.14

Students will be able to:

- Explain how media influences eating and physical activity behaviors.



5.14

Students will be able to:

- Explain how media influences the selection of health products.



5.14

Students will be able to:

- Identify ways that media influence risk taking, violent behaviors, and disease prevention.



5.14

Accessing Information

This is evident when students:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source



AI

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Identify people that can provide support around tobacco, alcohol, and other drugs issues.
- Identify resources for valid health information about tobacco, alcohol, and other drugs.



3.5

Students will be able to:

- Describe people and community agencies that are available to promote and protect community health.



3.5

Students will be able to:

- Identify reliable sources for information about nutrition and physical activity.



3.5

Students will be able to:

- Describe how to seek adult/professional advice and help about personal health issues.



3.5

**Students will be able to:**

- Demonstrate the ability to locate resources from home, school, and community that provide valid disease, violence, and injury prevention information.
- Identify resources for help regarding child abuse.

**3.5**

Interpersonal Communication



IC

This is evident when students:

- share information
 - clear organized ideas of beliefs
- constructively express preferences, feelings, and needs
 - use “I” messages
 - tone—respectful vs. aggressive and confrontational
- use language expressively and persuasively
 - body language supports message
 - show an awareness of audience

This section describes the skill of Interpersonal Communication. Refusal Skills, Advocacy, and Problem Solving and Conflict Resolution are embedded within Interpersonal Communication.



When teaching Refusal Skills specifically, these evidences apply. Students will:

- demonstrate refusals
 - clear “no” statement
 - walk away
 - provide a reason
 - delay, change the subject
- repeat refusal
- provide an excuse
- put it off



When teaching Advocacy specifically, these evidences apply. Students will:

- take a clear, health-enhancing stand/position
- support the position with relevant information
- show awareness of audience
- encourage others to make healthy choices
- demonstrate passion and conviction



When teaching Problem Solving and Conflict Resolution specifically, these evidences apply. Students will:

- show progression through a conflict resolution process
 - agree to negotiate
 - name the conflict/problem
 - list solutions to the conflict
 - evaluate solutions
- agree on a solution
- develop steps to action
- try out solution and re-evaluate



1.15 Students use verbal and nonverbal skills to express themselves effectively.

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Demonstrate ways to ask for help when personal safety is being threatened in situations involving medicines, poisonous household substances, tobacco, alcohol, or other drugs.
- Demonstrate effective communication skills to support their own and others' non-use.
- Demonstrate ways to enhance health and refuse tobacco, alcohol, and other drugs.



1.15

- Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs.



3.12

- Create counter-arguments to tobacco and alcohol advertising that demonstrate the real effects of use.



5.15

Students will be able to:

- Develop examples of positive media strategies to promote community and environmental health.



5.15

Students will be able to:

- Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- Demonstrate effective listening skills.
- Demonstrate ways to respond appropriately to feelings expressed by others.
- Identify ways to ask for help in improving health and dealing with common health problems.



1.15



Interpersonal Communication Skill Outcome

Elementary School

Students will be able to:

- Identify ways to use problem-solving and negotiation skills in conflicts with peers.



3.12

Students will be able to:

- Practice effective communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.



1.15

Students will be able to:

- Demonstrate ways to communicate about health issues with trusted adults and health care providers.



1.15

Students will be able to:

- Demonstrate how to ask for help in situations that threaten personal or others' safety.
- Demonstrate skills for refusing to participate in situations involving weapons, intimidation, harassment, and other risky situations.



1.15

- Demonstrate support for others to make positive choices to reduce the risk of injury, violence, or disease.
- Advocate following safety rules to prevent injury.



1.15

- Identify situations where conflicts may arise and practice ways to take positive action.



3.12

Goal Setting

This is evident when students:

- provide a clear goal statement
- identify a realistic goal
- present plans for reaching the goal
- evaluate or reflects on action



3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Develop a personal commitment not to use tobacco, alcohol, and other drugs and a plan to avoid their use.



3.5

Students will be able to:

- Set goals for improving eating and exercise habits, and monitor progress.
- Demonstrate ways to plan to be active before, during, and after the school day.



3.5

Decision Making

This is evident when students:

- personalize a decision to be made
- show progression through a decision-making process
 - identify the decision to be made
 - consider options and consequences
 - seek information from reliable sources
 - take action or make a decision
 - evaluate or reflect on action



DM

3.7 Students make informed decisions.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Demonstrate decision-making skills to avoid tobacco, alcohol, and other drug use.
- Describe positive and negative influences on tobacco, alcohol, and other drug use (e.g., family, peers, culture, legal, internal, media).



3.7

Students will be able to:

- Demonstrate decision-making skills about health care products.
- Describe how feelings, family, friends, and costs influence decisions about health products.



3.7

Students will be able to:

- Demonstrate the steps to make decisions about self-care.
- Identify factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers, etc.).



3.7



Students will be able to:

- Demonstrate decision-making skills regarding food choices and physical activity.
- Identify factors that influence food choices and physical activity.



3.7

Students will be able to:

- Demonstrate decision-making skills to reduce risks of violence and/or injury.
- Identify factors that may influence decisions about risks of violence and/or injury.



3.7

Middle School Curriculum Guidelines

Self Management

This is evident when students:

- identify healthful behaviors
 - stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors
 - first aid techniques
 - safety steps
 - strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate



SM

This section describes the skill of Self Management. Respect is embedded within Self Management.



When teaching Respect specifically, these evidences apply. Students will:

- demonstrate kind and caring manner toward self and others
- show consideration for self and others
- demonstrate empathy to other people's feelings and ideas
- demonstrate positive interactions with others
 - use a polite tone
 - use assertive rather than aggressive and confrontational skills
 - listen attentively

3.3 Students demonstrate respect for themselves and others.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome



Content Area VT Standard

Students will be able to:

- Demonstrate ways to support others and their decision not to use tobacco, alcohol, and other drugs.



3.3

 ATOD Alcohol, Tobacco, and Other Drugs	 FSSH Family, Social, and Sexual Health	 MEH Mental and Emotional Health
 NPA Nutrition and Physical Activity	 PHW Personal Health and Wellness	 VIP Violence and Injury Prevention

**Students will be able to:**

- Demonstrate healthy ways for adolescents to express emotions, manage stress, and maintain friendships free of tobacco, alcohol, and other drug use.
- Plan and participate in safe, healthy activities that do not include tobacco, alcohol, and other drugs.
- Demonstrate emergency procedures related to alcohol and other drug use.

**3.5****Students will be able to:**

- Demonstrate ways to show respect for diversity within the community.
- Describe how to be a responsible family member.
- Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence.
- Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury.

**3.3****Students will be able to:**

- Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.
- Explain how one's behavior may affect others' feelings.
- Identify strategies to challenge the prejudice often associated with diversity (e.g., disabilities, mental/emotional illness and disorders, culture, race/ethnicity, sexual orientation).
- Describe ways to counteract the influence of stereotyping.

**3.3**

- Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual), including how and where to get help.
- Describe and demonstrate healthy stress management techniques for areas of personal stress.

**3.5**



Students will be able to:

- Recognize that people have different nutritional needs and that healthy body weight varies from person to person.
- Demonstrate support for others and their various healthy food selections and activity choices.



3.3

- Demonstrate how to select a healthy diet that includes the recommended servings from MyPyramid.
- Demonstrate safe food-handling procedures.
- Describe recommended types and amounts of physical activity needed to promote health.
- Describe the importance of warm-up, work out, cool down.
- Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity.



3.5

Students will be able to:

- Identify risks and develop disease prevention and management strategies for personal and family health (e.g., using universal precautions).
- Describe effective disease management routines (e.g, diabetes, asthma, and allergies).
- Demonstrate personal care behaviors that promote positive health for adolescents (e.g., hygiene, dental care, skin care).



3.5

Students will be able to:

- Describe differences between positive and destructive relationships.



3.3

**Students will be able to:****3.5**

- Describe strategies that prevent injury (e.g., use of protective equipment in sport, safety restraints in cars).
- Identify risks and develop injury prevention and management strategies for personal and family health (e.g., using protective equipment).
- Identify ways to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs.
- Demonstrate basic first aid techniques that can help to save lives, reduce the severity of an injury, and enhance recovery.

Core Concepts

This is evident when students:

- demonstrate accuracy
- demonstrate comprehensiveness
- show relationships among concepts shown
- draw conclusions



CC

3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Identify the benefits to adolescents of not using tobacco, alcohol, and other drugs (personal, social, emotional, legal, financial).



3.4

- Describe the benefits and risks of medicinal drugs.
- Describe the proper use of medicines and risks of incorrect use.
- Describe short-term and long-term effects of tobacco, alcohol, and other drug use, including dependence; addiction; and the physical, social, and emotional effects.
- Describe the risks of tobacco, alcohol, and other drug use and the relationship to injuries, illness, violence, sexual behavior, and other risk behaviors.
- Describe the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society.
- Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from non-use through addiction.
- Explain the relationship between positive health behaviors and the prevention of injury, disease; alcohol, tobacco, and other drug use; and premature death.



3.5

**Students will be able to:**

- Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drugs.
- Describe the environmental and inherited risk factors for children in substance abusing families.

- Describe the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions.

**7.14****Students will be able to:**

- Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders.
- Explain that human sexuality, sexual identity, and/or orientation are a developing part of self throughout life.
- Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships.
- Describe how family and friends help meet physical, emotional, and social health needs.

**3.4**

- Define the characteristics of healthy sexuality and healthy relationships.
- Differentiate among infatuation, love, and sexual desire.
- Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits.
- Identify the life-altering changes that can result from early pregnancy and/or STDs/HIV.
- Identify effective methods to prevent HIV, STD, and pregnancy.
- Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death).
- Identify symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g. HIV/AIDS, other sexually transmitted diseases, mononucleosis, colds, athlete's foot, etc.).

**3.5**



Students will be able to:

- Explain the process of human reproduction, including conception, prenatal development, and birth.
- Describe body changes that occur during adolescence and puberty.



7.14

Students will be able to:

- Identify strategies that promote emotional and social growth (e.g., strengths and assets).
- Describe factors that may affect intellectual, physical, social, and emotional growth, including developmental disabilities.



3.4

- Identify factors that contribute to a positive body image.
- Describe the importance of trust in relationships.
- Identify characteristics of positive peer and adult role models.
- Identify signs, behaviors, and symptoms of depression, suicide, and mental illness.



3.5

Students will be able to:

- Identify the benefits of physical activity for adolescents.
- Explain the different nutritional needs during childhood and adolescence.









3.4

- Describe how nutrition, physical activity, and lifestyle affect health issues, including the cause or prevention of disease.
- Explain the function of each group from MyPyramid and its relationship to health.
- Explain the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are calcium rich.
- Analyze food labels for content and nutritional value.
- Identify ways to minimize saturated fat, sugar, and sodium intake.
- Explain the importance of maintaining a healthy body weight.
- Explain the importance of food safety procedures when preparing, serving and storing foods.
- Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance.



3.5

 ATOD Alcohol, Tobacco, and Other Drugs	 FSSH Family, Social, and Sexual Health	 MEH Mental and Emotional Health
 NPA Nutrition and Physical Activity	 PHW Personal Health and Wellness	 VIP Violence and Injury Prevention

**Students will be able to:**

- Identify the influence of technology on nutrition and physical activity.
- Explain the importance of nutrition in maintaining healthy body systems.
- Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate).

**7.14****Students will be able to:**

- Identify safety and environmental hazards that may exist in the home, school, and community.
- Describe how communities promote environmental health.
- Explain how individual behavior affects the health of the environment within local and global communities.
- Describe the characteristics of a safe and healthy community.
- Explain that lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues.
- Differentiate between communicable and non-communicable diseases.
- Explain the importance of medical screenings, checkups, and immunizations to disease prevention and health promotion.
- Describe the components of wellness (social, mental, and physical) and the continuum of illness and wellness.
- Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes).

**3.5**

**Students will be able to:**

- Describe how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution).
- Describe how human health is affected by genetic make-up and environmental factors (e.g., exposure to microbes, pollution).
- Describe how human body systems fight infection and disease.
- Describe how the health of human beings is affected by their genetic makeup and by environmental factors (e.g., exposure to microbes).

**7.14****Students will be able to:**

- Describe ways injuries, illness, other disorders, abuse, and violence can affect growth and development.
- Explain why adolescents are inclined to take risks.

**3.4**

- Explain the importance of using safe and appropriate equipment during physical activity.
- Describe ways to reduce risks related to adolescent health issues.
- Explain that injuries are the leading cause of death and disability for adolescents and that injuries are preventable.
- Describe the importance of practicing sun, traffic, bicycle, fire, water, and personal safety techniques.
- Explain how bullying, hazing, and harassment affect others.
- Describe rights to personal privacy and differentiate between good, confusing, and bad touch.
- Describe signs of child abuse (emotional, physical, sexual).

**3.5**

- Describe strategies for helping the body heal from injury.

**7.14**

Analyzing Influences

This is evident when students:

- analyze, interpret, and/or evaluate the effects and influences of media messages
- support judgments about what is seen and heard
- compare what is seen and heard in the media to personal life
- explain effects of point of view and bias in the media
- identify and analyze internal as well as external factors that may influence decisions



INF

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Describe the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.



5.14

Students will be able to:

- Identify the effects of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships).



5.14

Students will be able to:

- Analyze media influences on selection of health information and products.
- Identify ways that stereotyping and sales appeals are used in advertising for health products and services.
- Identify ways positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity.
- Evaluate media claims of performance-enhancing drugs and nutritional supplements.



5.14

**Students will be able to:**

- Analyze influences from media that contribute to risk taking, harassment, and violence.
- Identify ways that the media serves to inform, protect, and advocate prevention of injury and violence.

**5.14**

Accessing Information

This is evident when students:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source



AI

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Identify people that can provide support around tobacco, alcohol, and other drugs issues.
- Identify resources for valid health information about tobacco, alcohol, and other drugs.



3.5

Students will be able to:

- Describe a process to select safe, effective, and cost-effective physical activity products and programs.
- Describe how to locate and evaluate reliable sources of information about nutrition and physical activity.



3.5

Students will be able to:

- Identify health services and resources (e.g., library, Internet, health department, health agencies, community health activities).
- Identify people and community agencies that are available to promote and protect community health.
- Describe ways to select effective health care products and services that contribute to health.
- Examine career opportunities in the health profession.



3.5

**Students will be able to:**

- Describe how to locate and evaluate reliable sources of information and support around health and safety issues (e.g., HIV/AIDS, abuse, sports injuries, etc.).
- Describe how to access information and support for a variety of health issues.

**3.5**

Interpersonal Communication



IC

This is evident when students:

- share information
 - clear organized ideas of beliefs
- constructively express preferences, feelings, and needs
 - use “I” messages
 - tone—respectful vs. aggressive and confrontational
- use language expressively and persuasively
 - body language supports message
 - show an awareness of audience

This section describes the skill of Interpersonal Communication. Refusal Skills, Advocacy, and Problem Solving and Conflict Resolution are embedded within Interpersonal Communication.



When teaching Refusal Skills specifically, these evidences apply. Students will:

- demonstrate refusals
 - clear “no” statement
 - walk away
 - provide a reason
 - delay, change the subject
- repeat refusal
- provide an excuse
- put it off



When teaching Advocacy specifically, these evidences apply. Students will:

- take a clear, health-enhancing stand/position
- support the position with relevant information
- show awareness of audience
- encourage others to make healthy choices
- demonstrate passion and conviction



When teaching Problem Solving and Conflict Resolution specifically, these evidences apply. Students will:

- show progression through a conflict resolution process
 - agree to negotiate
 - name the conflict/problem
 - list solutions to the conflict
 - evaluate solutions
- agree on a solution
- develop steps to action
- try out solution and re-evaluate



1.15 Students use verbal and nonverbal skills to express themselves effectively.

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem.
- Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friend and/or family member use/abuse).

**1.15**

- Describe the effects tobacco, alcohol, and other drugs can have on problem-solving processes and conflict resolution.
- Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs.

**3.12**

- Describe counter-strategies for tobacco, alcohol, or other drug advertisements and other promotional materials.

**5.15**

Students will be able to:

- Demonstrate ways to influence and support others in making positive health choices.
- Advocate for a fair and equitable social environment.
- Demonstrate ways to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness) to build, promote, and support positive relationships.

**1.15**



Interpersonal Communication Skill Outcome

Middle School

Students will be able to:

- Identify problems that can arise in relationships and develop strategies for addressing those problems.



3.12

- Develop examples of positive media strategies to promote community and environmental health.



5.15

Students will be able to:

- Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).



1.15

- Identify situations where conflicts may arise and practice ways to resolve them.



3.12

Students will be able to:

- Advocate for healthy eating and exercise habits for self and others.
- Practice effective communication skills when requesting healthy foods and/or opportunities to participate in physical activity.



1.15

Students will be able to:

- Demonstrate ways to communicate with healthcare providers about personal health.
- Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs.
- Demonstrate ways to ask for help to improve health and to deal with health problems.



1.15

**Students will be able to:**

- Demonstrate effective communication skills in situations that threaten personal or other's health and/or safety.
- Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations (e.g., sexual pressure) that could lead to injury, disease, and/or violence.

**1.15**

- Advocate for support for others to make positive choices to reduce the risk of injury, violence, or disease.

**1.15**

- Identify examples of bullying, hazing, and harassment, and strategies for dealing with them.
- Apply problem-solving process to reduce risk of injury or violence.

**3.12**

Goal Setting

This is evident when students:

- provide a clear goal statement
- identify a realistic goal
- present plans for reaching the goal
- evaluate or reflects on action



3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Develop a personal plan for health that avoids the use of tobacco, alcohol, and other drugs.



3.5

Students will be able to:

- Develop and implement a plan to promote civility and respect in the school community.



3.5

Students will be able to:

- Assess personal eating and physical activity behaviors, set goals for improvement, and monitor progress.



3.5

Students will be able to:

- Assess personal health status and develop a plan for making healthy choices using the goal-setting process.
- Develop a plan to protect community and environmental health.
- Develop a personal plan for periodic health, dental check-ups, screenings, and immunizations.



3.5

Decision Making

This is evident when students:

- personalize a decision to be made
- show progression through a decision-making process
 - identify the decision to be made
 - consider options and consequences
 - seek information from reliable sources
 - take action or make a decision
 - evaluate or reflect on action



DM

3.7 Students make informed decisions.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present.
- Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process.
- Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms).



3.7

Students will be able to:

- Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with personal and family values.
- Describe factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers).
- Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal).



3.7

**Students will be able to:**

- Demonstrate a process for making informed decisions regarding food choices and physical activity based on an understanding of balance, moderation, variety, and personal needs.
- Demonstrate making healthy food choices from fast-food restaurants and cafeteria menus.
- Analyze the effects of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture).

**3.7****Students will be able to:**

- Demonstrate decision-making skills to reduce risk of disease.
- Identify internal and external pressures that influence decisions about disease (e.g., tobacco, alcohol, or other drugs; media; family).
- Demonstrate how to select appropriate health care products and services, including cost comparisons.
- Describe the differences between wants and needs and other factors that influence the selection of health products and services.

**3.7****Students will be able to:**

- Demonstrate decision-making skills to reduce risk of injury and/or violence.
- Identify internal and external pressures that influence decisions about injury and violence (e.g., fear; tobacco, alcohol, or other drugs; media; family).

**3.7**

High School Curriculum Guidelines

Self Management

This is evident when students:

- identify healthful behaviors
 - stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors
 - first aid techniques
 - safety steps
 - strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate



SM

This section describes the skill of Self Management. Respect is embedded within Self Management.



When teaching Respect specifically, these evidences apply. Students will:

- demonstrate kind and caring manner toward self and others
- show consideration for self and others
- demonstrate empathy to other people's feelings and ideas
- demonstrate positive interactions with others
 - use a polite tone
 - use assertive rather than aggressive and confrontational skills
 - listen attentively

3.3 Students demonstrate respect for themselves and others.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome







Content Area VT Standard

Students will be able to:

- Demonstrate the ability to influence and support others not to use tobacco, alcohol, and other drugs.



3.3

 ATOD Alcohol, Tobacco, and Other Drugs	 FSSH Family, Social, and Sexual Health	 MEH Mental and Emotional Health
 NPA Nutrition and Physical Activity	 PHW Personal Health and Wellness	 VIP Violence and Injury Prevention



Students will be able to:

- Demonstrate healthy ways for adolescents to express emotions, have fun, manage stress, and maintain friendships free of tobacco, alcohol, and other drug use.
- Identify and practice safe, healthy activities that are free of tobacco, alcohol, and other drugs.
- Demonstrate emergency procedures related to alcohol and other drug use.



3.5

Students will be able to:

- Analyze changing roles in the family and ways to be a responsible family member.
- Demonstrate ways to build and maintain positive relationships.
- Describe differences between positive and destructive relationships.



3.3

Students will be able to:

- Examine the effects of one's behavior on other individuals.
- Demonstrate strategies to promote acceptance and kindness for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).
- Discuss the effects of stereotyping and ways to counteract negative effects.
- Assert rights to personal privacy and demonstrate respect for the privacy of others.
- Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence.
- Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury.



3.3

- Demonstrate healthy stress management techniques.



3.5



Self Management Skill Outcome

High School

Students will be able to:

- Acknowledge that people have different nutritional needs and that healthy body weight varies from person to person.
- Demonstrate support for others and their food selections and activity choices.



3.3

- Plan and prepare healthy meals, according to the principles of the Dietary Guidelines and MyPyramid.
- Evaluate personal eating patterns for nutritional adequacy according to the concepts of MyPyramid.
- Describe practices to prevent food-borne illnesses.
- Identify and practice recommended types and amounts of physical activity needed to promote health.
- Describe the importance of warm-up, work out, cool down.
- Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity.



3.5

Students will be able to:

- Demonstrate ways to show respect for diversity within the community.









3.3

- Describe personal health habits that promote positive health for adolescents.
- Assess personal risks and list disease prevention and management strategies for personal and family health (e.g., universal precautions, breast self-exam, testicular self-exam).
- Describe effective disease management routines (e.g., diabetes, asthma, allergies).



3.5

 ATOD Alcohol, Tobacco, and Other Drugs	 FSSH Family, Social, and Sexual Health	 MEH Mental and Emotional Health
 NPA Nutrition and Physical Activity	 PHW Personal Health and Wellness	 VIP Violence and Injury Prevention

**Students will be able to:****3.5**

- Describe how to identify and respond to situations that threaten personal safety, including sexual violence.
- Describe strategies that make use of technology, regulation, and/or education to prevent injury and violence (e.g., use of protective equipment in sport, safety restraints in cars, weapons policies).
- Identify strategies to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs.
- Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual).
- Demonstrate advanced first aid procedures for major emergencies and life-threatening situations, including the Heimlich maneuver, mouth-to-mouth resuscitation, and CPR.
- Assess personal risks and list injury prevention and management strategies for personal and family health (e.g., home safety measures, protective equipment).

Core Concepts

This is evident when students:

- demonstrate accuracy
- demonstrate comprehensiveness
- show relationships among concepts shown
- draw conclusions



CC

3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Describe the effects of tobacco, alcohol, and other drug use on psychosocial and physical development during adolescence.
- Describe the benefits to adolescents of not using tobacco, alcohol, and other drugs (physical, social, emotional, legal, financial, vocational).



3.4

- Analyze the benefits and risks of medicinal drug use.
- Describe the risks for interactions among alcohol, other drugs, and medicines.
- Analyze short-term and long-term effects of tobacco, alcohol, and other drug use, including dependence, addiction, and the physical, social, and emotional effects.
- Analyze the relationship between tobacco, alcohol, and other drug use and injuries, illness, violence, sexual behavior, driving behavior, and other risk behaviors.
- Analyze the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society.



3.5

**Students will be able to:**

- Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from non-use through addiction.
- Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drugs.
- Describe the environmental and genetic risk factors for children in substance abusing families.
- Analyze family, religious, historical, and cultural differences in the use of alcohol, tobacco, and other drugs.

- Describe the effects of tobacco, alcohol, and other drug use on brain function (e.g., inhibitions, paranoia, judgment, muscle coordination, senses, and reaction time).
- Analyze the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions.
- Evaluate the relationship between tobacco, alcohol, or other drug use and heredity and individual development.
- Describe the effects of tobacco, alcohol, and other drugs on fetal development.

**7.14****Students will be able to:**

- Describe the interrelationships among intellectual, physical, social, and emotional health.
- Identify physical, emotional, intellectual, and social changes at various stages of the life cycle, particularly those that occur with aging.
- Explain that human sexuality, sexual identity and orientation are a developing part of self throughout life.

**3.4**

- Identify characteristics of healthy sexuality and healthy love relationships.
- Differentiate among infatuation, love, and sexual desire.
- Identify the life-altering changes that can result from early pregnancy and/or STIs/HIV.

**3.5**



Students will be able to:

- Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits.
- Evaluate the importance of taking personal responsibility related to sexual behavior.
- Describe differences between consent, pressured sex, and forced sex.
- Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.
- Describe the diversity of family structures and how to cope with changes that can occur (e.g., birth, adoption, marriage, divorce, death).

- Describe the process of human reproduction, including conception, prenatal development and birth.
- Describe body changes that occur during adolescence and early adulthood.



7.14

Students will be able to:

- Describe factors that promote the growth of personal resiliency and developmental assets.



3.4

- Analyze characteristics of positive role models.
- Identify factors that contribute to a positive body image.
- Describe signs, behaviors, and symptoms of depression, suicide, and mental illness.



3.5

Students will be able to:

- Identify the benefits (physical, social, and mental) of physical activity throughout the life cycle.
- Explain nutritional needs at various stages of the life cycle and the importance of healthy body weight.









3.4

- Describe how nutrition, lifestyle, family history, and other factors affect health issues, including the cause or prevention of disease.
- Explain the function of each group from MyPyramid and their relationship to health.



3.5

 ATOD Alcohol, Tobacco, and Other Drugs	 FSSH Family, Social, and Sexual Health	 MEH Mental and Emotional Health
 NPA Nutrition and Physical Activity	 PHW Personal Health and Wellness	 VIP Violence and Injury Prevention

**Students will be able to:**

- Analyze the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are good sources of calcium.
 - Describe how to maintain a healthy body weight.
 - Explain the causes and symptoms of food-borne illnesses.
 - Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance.
 - Explain the importance of using safe and appropriate equipment during physical activity.
 - Analyze the influence of technology on nutrition and physical activity.
-
- Explain the importance of nutrition in maintaining healthy body systems.
 - Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate).

**7.14****Students will be able to:**

- Analyze the characteristics of a safe and healthy environment, home, school, and community.
- Explain how individual actions affect the health of the environment within local and global communities.
- Analyze the ways that economic issues affect personal, community, and environmental health (e.g., poverty, hunger, disease).
- Describe consumers' ethical and legal rights and responsibilities regarding health care.
- Analyze the influence of modern medical technology on society.
- Analyze ways to reduce risks associated with adolescent behaviors and health issues.
- Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes).

**3.5**

**Students will be able to:**

- Analyze and describe how the health of human beings is affected by diseases passed through DNA, as well as environmental factors and activities that alter the equilibrium of ecosystems.
- Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues.
- Classify a variety of diseases according to cause, transmission, effect, etc. and describe health-promoting behaviors that reduce the risk of communicable and non-communicable disease.
- Examine the emotional and financial burdens associated with disease diagnosis and treatment and the effects on people's lives.
- Identify early symptoms of illness and disease and the importance of early diagnosis and appropriate treatment (e.g., cancer, cardiovascular disease, eating disorders, HIV/AIDS, other sexually transmitted infections).
- Analyze how the health of human beings is affected by disease.
- Describe the role of genetics in the family history of disease.

**7.14****Students will be able to:**

- Analyze how injuries, illness, other disorders, abuse, and violence can affect growth and development.

**3.4**

- Describe important factors that affect the safe operation of a vehicle, including recreational vehicles.
- Describe the cycle of abuse and the importance of intervention to break the cycle.
- Analyze the effects of hazing, bullying, and harassment on individuals and society.
- Describe the leading causes of death and disability for teens and develop strategies for reducing and preventing those injuries.

**3.5**

- Demonstrate strategies that enhance recovery from injuries.

**7.14**

Analyzing Influences

This is evident when students:

- analyze, interpret, and/or evaluate the effects and influences of media messages
- support judgments about what is seen and heard
- compare what is seen and heard in the media to personal life
- explain effects of point of view and bias in the media
- identify and analyze internal as well as external factors that may influence decisions



INF

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Analyze the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.



5.14

Students will be able to:

- Analyze how positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity.
- Evaluate media claims of performance-enhancing drugs and nutritional supplements.



5.14

Students will be able to:

- Analyze the effect of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships).
- Analyze ways that stereotyping and sales appeals are used in advertising for health products and services.
- Analyze health claims made by media to determine their effects on community and environmental health.



5.14



Students will be able to:

- Analyze influences from media that contribute to risk taking, harassment, and violence.
- Identify ways that the media serves to inform, protect, and advocate for disease, injury, and violence prevention.



5.14

Accessing Information

This is evident when students:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source



AI

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Identify people that can provide support around tobacco, alcohol, and other drug issues.
- Identify resources for valid health information about tobacco, alcohol, and other drugs.



3.5

Students will be able to:

- Use unit pricing and labeling information to determine the most economical and nutritious food choices.
- Analyze physical activity products and programs for safety, effectiveness, and cost.
- Describe how to locate and evaluate reliable sources of information about nutrition and physical activity.



3.5

**Students will be able to:**

- Demonstrate how to access health services and resources (e.g., library, Internet, health department, health agencies, community health activities).
- Demonstrate how to select appropriate health care products and services.
- Analyze the costs and accessibility of health care services, products, and resources within the community.
- Describe how to locate and evaluate reliable sources of information and support around health and safety issues.
- Identify ways to access local, state, and national organizations that research and combat disease and affect the impact of disease on individuals and society.
- Analyze information about various traditional, complementary and alternative health care practices.
- Demonstrate how to find information, support, and services for a variety of health issues.

**3.5**

Interpersonal Communication



IC

This is evident when students:

- share information
 - clear organized ideas of beliefs
- constructively express preferences, feelings, and needs
 - use “I” messages
 - tone—respectful vs. aggressive and confrontational
- use language expressively and persuasively
 - body language supports message
 - show an awareness of audience

This section describes the skill of Interpersonal Communication. Refusal Skills, Advocacy, and Problem Solving and Conflict Resolution are embedded within Interpersonal Communication.



When teaching Refusal Skills specifically, these evidences apply. Students will:

- demonstrate refusals
 - clear “no” statement
 - walk away
 - provide a reason
 - delay, change the subject
- repeat refusal
- provide an excuse
- put it off



When teaching Advocacy specifically, these evidences apply. Students will:

- take a clear, health-enhancing stand/position
- support the position with relevant information
- show awareness of audience
- encourage others to make healthy choices
- demonstrate passion and conviction



When teaching Problem Solving and Conflict Resolution specifically, these evidences apply. Students will:

- show progression through a conflict resolution process
 - agree to negotiate
 - name the conflict/problem
 - list solutions to the conflict
 - evaluate solutions
- agree on a solution
- develop steps to action
- try out solution and re-evaluate



1.15 Students use verbal and nonverbal skills to express themselves effectively.

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem.
- Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friend and/or family member use/abuse).
- Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs.



1.15

- Advocate for healthful rules, policies, and laws regulating the distribution, promotion, and use of tobacco, alcohol, and other drugs.



1.15

- Analyze the effects tobacco, alcohol, and other drugs can have on problem-solving processes and conflict resolution.
- Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs.



3.12

- Develop counter-strategies for tobacco, alcohol, or other drug advertisements and other promotional materials.
- Identify and demonstrate media strategies to promote positive health for the community and environment.



5.15



Interpersonal Communication Skill Outcome

High School

Students will be able to:

- Demonstrate how to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness) to build, promote, and support positive relationships.



1.15

- Advocate for self and others to practice positive health choices (e.g., managing stress, setting sexual limits).
- Advocate for a fair and equitable social environment.



1.15

- Analyze problems that can arise in relationships and develop strategies for addressing those problems.



3.12

Students will be able to:

- Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- Demonstrate ways to ask for help to improve health and to deal with health problems.
- Describe ways to support others and ask for help around issues of depression and suicide



1.15

Students will be able to:

- Demonstrate how to ask for help in situations where their own or someone else's eating or physical activity habits are problematic.



1.15

- Advocate for healthy eating and exercise habits for self and others.



1.15



Students will be able to:

- Demonstrate ways to access and communicate with health care providers about personal health issues.
- Demonstrate refusal and negotiation skills to avoid potentially harmful situations that could lead to disease (including sexually transmitted infections).



1.15

- Advocate for others to make positive choices to reduce the risk of disease.



1.15

Students will be able to:

- Demonstrate effective techniques for alerting authorities to potential threats to the community.
- Demonstrate effective communication skills in situations that threaten personal or other's health and/or safety.
- Demonstrate refusal and negotiation skills to avoid potentially harmful situations that could lead to injury and/or violence.



1.15

- Advocate for others to make positive choices to reduce the risk of injury or violence.



1.15

- Demonstrate problem-solving skills to reduce bullying, harassment, violence, and risk taking.
- Identify situations where conflicts may arise and practice ways to prevent and/or resolve them.



3.12

Goal Setting

This is evident when students:

- provide a clear goal statement
- identify a realistic goal
- present plans for reaching the goal
- evaluate or reflects on action



3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Develop a personal plan to avoid the use of tobacco, alcohol, and other drugs.



3.5

Students will be able to:

- Assess personal nutrition and physical activity needs, preferences and practices (e.g., current health, physical appearance, obesity, sense of well-being) and formulate a plan for healthy eating and physical activity.
- Describe strategies for overcoming barriers to healthful eating and physical activity.



3.5

Students will be able to:

- Develop a plan to protect community and environmental health.
- Develop a personal plan for periodic health, dental check-ups, screenings, and immunizations.
- Assess personal health status and develop a plan for making healthy choices using the goal-setting process.



3.5

Decision Making

This is evident when students:

- personalize a decision to be made
- show progression through a decision-making process
 - identify the decision to be made
 - consider options and consequences
 - seek information from reliable sources
 - take action or make a decision
 - evaluate or reflect on action



DM

3.7 Students make informed decisions.

Skill Outcome

Content Area VT Standard

Students will be able to:

- Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present.
- Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process.
- Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms).



3.7

Students will be able to:

- Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with one's personal and family values.
- Analyze factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers, etc.).
- Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal).



3.7

**Students will be able to:**

- Demonstrate a process for making informed decisions regarding food choices and physical activity based on an understanding of balance, moderation, variety, and personal needs.
- Demonstrate making healthy food choices from fast-food restaurants and cafeteria menus.
- Analyze the impact of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture).

**3.7****Students will be able to:**

- Demonstrate the ability to apply a decision-making process to health issues and problems, both individually and collaboratively.
- Analyze internal and external factors that affect the selection of health care products and services.
- Demonstrate decision-making skills to reduce risk behaviors for disease.
- Identify internal and external pressures that can affect decisions (e.g., fear, ATOD, denial, others' opinions, media).

**3.7****Students will be able to:**

- Demonstrate decision-making skills to reduce risk behaviors for injury and/or violence.

**3.7**

Section 3:

Assessment

for Health

Education

Assessment for Health Education

Innovations in assessment represent powerful tools for aligning curriculum and instruction. States are using new assessment strategies as vehicles to drive and improve education and monitor program effectiveness. Meaningful educational assessment can encourage classroom instruction that stimulates higher-order thinking and practical application of knowledge and skills.

States are collaborating in the development of needed assessments, because developing and validating assessment instruments is costly. The State Collaborative on Assessment and Student Standards (SCASS) is one such major collaborative effort. In 1993, CCSO~SCASS initiated the Health Education Assessment Project (HEAP). Specialists in assessment and health education from 32 SCASS member states collaborated to produce assessments and other resources.

The mission of the CCSO~SCASS HEAP is to develop materials and resources to foster meaningful assessment of student knowledge and skills within a coordinated school health program. The main goal is to produce and distribute valid and reliable assessment instruments for statewide, local, and classroom use. Vermont has been a member of this project since 1997.

What Does Performance Assessment Mean for Health Education?

Nationally, educators are setting goals for students to be able to think critically, solve complex problems, and communicate effectively. Physical, mental, and emotional health are critical components of a student's ability to meet these goals.

Performance assessment offers educators a way to measure students' knowledge and skills related to instruction in the classroom. Innovations in assessment move beyond standardized multiple-choice testing to performance-based evaluations. In the field of health education, performance assessment shifts the emphasis from knowing health *facts* to developing health *skills*, thus providing a more complete and authentic picture of student achievement.

How does performance assessment improve teaching and learning? Teachers are using new assessment strategies as vehicles to drive and improve education and monitor program effectiveness. Meaningful health education assessment can encourage classroom instruction that stimulates higher-order thinking and practical application of knowledge and skills. Its major purpose is to guide improvements in health education planning and delivery. Its final goal is to improve the lives of Vermont children.

Performance Assessment: Moving Beyond Multiple Choice

Performance assessment refers to testing methods that require students to develop answers, products, or performances that demonstrate their proficiency in specific content and skills. Performance assessment relates to students' actual experience and strives to involve students in meaningful ways in their context and environment. Performance assessment in health education provides educators the opportunity to view student growth in a rich and dynamic way. These assessments may take many different forms, including writing an essay, making an oral or visual presentation, or assembling a collection of representative work, such as a portfolio.

Criteria for Good Performance Assessment

Performance assessment can and should be integrated into the learning experience, rather than being “extra” or “isolated” tasks for the teacher or the students. The assessment presents the context of the situation, the problem or problems to be solved, and criteria by which the students will be evaluated. Student work is scored using specific scoring criteria.

Good performance assessment meets the following criteria:

- matches standards and outcomes
- requires evaluation and synthesis of knowledge and skills
- emphasizes higher-order thinking skills
- clearly indicates what the student is asked to do, but not how to do it
- is at an appropriate reading level
- has criteria that are clear to students and teachers
- is engaging and relevant to students
- links to ongoing instruction
- provides feedback to students
- reflects real-world situations
- emphasizes use of available skills and knowledge in relevant problem contexts

Guide to Assessment Terms

Item Pool or Item Resource Bank

A term used to describe the collection of assessment items developed in the HEAP. Four types of items have been developed for the HEAP: selected response and three performance-based items: constructed response (short answer), performance events, and performance tasks.

SR Selected response

Commonly called multiple choice (MC). These items can be scored by machines.

EXAMPLE

Grade Level: Middle School Content Area: Alcohol, Tobacco, and Other Drugs

Which of the following is NOT a good example of a refusal skill if someone offers you tobacco?

- A. Say “no” and walk away
- B. Start an argument
- C. Say “no” and change the subject
- D. Keep repeating that you’re not interested

SCR Short Constructed Response

Also known as short answer (SA) response. The assessment question posed requires the student to write a short answer. Constructed-response items are performance-based assessments.

EXAMPLE

Grade Level: High School Content Area: Nutrition and Physical Activity


Plan a healthful picnic lunch menu for a hot, sunny day. Describe how you will pack the foods for your picnic and explain why you have chosen these packing methods.

ECR Extended Constructed Response

The assessment question posed requires a longer response. Also written as an acronym ER, Extended Response, these are performance-based assessments.

EXAMPLE

Grade Level: High School Content Area: Nutrition and Physical Activity




Family and consumer science students have been asked to create posters about food safety that can be posted in their classrooms. Create a poster that lists five rules that should be followed when food is prepared and served. For each rule, explain why it is important to follow the rule. Be sure to make your poster persuasive.

Performance Events

Performance events are curriculum-embedded activities that students complete within a single class period. These are performance-based assessments.

EXAMPLE

Grade Level: High School Content Area: Nutrition and Physical Activity




Students are given several different food labels. They analyze the labels and present their findings to the class, recommending which food is the more healthful choice.

Performance Tasks

Performance tasks are curriculum-embedded projects that students complete outside of class over an extended period of time. These are performance-based assessments.

EXAMPLE

Grade Level: High School Content Area: Nutrition and Physical Activity



Students are asked to demonstrate their understanding of the types of nutrition resources that are available to low-income families in their community. They do so by researching a number of resources, conducting interviews, compiling their information, and presenting that information in a written report.

Portfolio Assessment

A portfolio is a collection or showcase of examples of a person's best work in a particular field. The assessment portfolio is the students' opportunity to show what they consider their best efforts at achieving specific standards of health literacy. The items in a portfolio are generally performance-based.

Scoring Rubrics

The Scoring Rubrics are a set of guidelines for scoring performance-based student work. The HEAP has developed a holistic scoring system that applies to all of the performance-based assessment items developed for the project. HEAP uses a four-point scale. The HEAP rubrics were adapted and additional rubrics were developed to assess Vermont health education standards.

Exemplars and Anchors

Exemplars are previously scored examples of student work used in training to illustrate the score points. Many different exemplars illustrate the various types of responses that many students can produce in responding to a stimulus for each of the score points.

A scored student response that is used to establish the score points for the scoring rubric is an anchor paper. Anchor papers are the student response papers chosen to represent each level of performance described in the scoring rubric. They literally anchor the scoring rubrics and are essential to establish and maintain the validity and reliability of the scoring system.

Rubrics and Scoring

Students should have a clear understanding of the standards for performance assessment. These standards will relate both to concepts, knowledge of health facts, and the skills for health literacy.

The CCSSO~SCASS HEAP developed specific rubrics for scoring concepts and skills. These rubrics have been modified to align with Vermont Standards and new rubrics were developed. The rubrics are found on the following pages.

Students can perform better if they know what is expected of them. Teachers have found great success when students understand rubrics and the criteria for scoring. Student rubric posters were developed for classroom use.

Overview of Vermont Rubrics



Self Management/Respect

VT Standard 3.3, 3.5



Core Concepts

VT Standards 3.4, 3.5, 7.14



Analyzing Influences

VT Standard 5.14



Accessing Information

VT Standard 3.5



Interpersonal Communication/Refusal Skills/Advocacy/ Problem Solving and Conflict Resolution

VT Standards 1.15, 3.12, 5.15



Goal Setting

VT Standard 3.5



Decision Making

VT Standard 3.7





Self Management (SM)

Vermont Standard 3.5

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Characteristics of Student Work

This category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

Skill Cues for Self Management

- identify healthful behaviors
 - stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors
 - first aid techniques
 - safety steps
 - strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

4 3 2 1 Generic Skills Rubric

The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.

The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

The response shows little or no evidence of the ability to apply health skills.





Self Management Respect

Vermont Standard 3.3

Students demonstrate respect for themselves and others.

Characteristics of Student Work

This skill category evaluates students' ability to be respectful of self and others. The quality of student responses may vary from low, where the student provides little or no evidence of the need to be respectful or the ability to demonstrate respect, to high, where the student demonstrates empathy and positive interactions.

Skill Cues for Respect

- demonstrate kind and caring manner toward self and others
- show consideration for self and others
- demonstrate empathy to other people's feelings and ideas
- demonstrate positive interactions with others
 - use a polite tone
 - use assertive rather than aggressive and confrontational communication skills
 - listen attentively

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.



Core Concepts (CC)

Vermont Standard 3.4

Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Vermont Standard 3.5

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Vermont Standard 7.14

Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Characteristics of Student Work

Core concepts is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria

- demonstrate accuracy
- demonstrate comprehensiveness
- show relationships among concepts shown
- draw conclusions

4 Concepts Rubric

4 The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.

3 The response identifies relationships among two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.

2 The response presents accurate information about the relationships among health concepts, but the response is incomplete and there are some inaccuracies.

1 The response addresses the assigned task, but provides little or no accurate information about the relationships among health concepts.





Analyzing Influences (INF)

Vermont Standard 5.14

Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Characteristics of Student Work

This skill category evaluates students' ability to analyze media messages. The quality of student responses may vary from low, where the student shows little or no evidence of an interpretation of media messages, to high, where the student demonstrates the competency to understand, analyze, and evaluate media messages.

Skill Cues for Media Literacy

- analyze, interpret, and/or evaluate the effects and influences of media messages
- support judgments about what is seen and heard
- compare what is seen and heard in the media to personal life
- explain effects of point of view and bias in the media
- identify and analyze internal as well as external factors that may influence decisions



Generic Skills Rubric

- | | |
|---|---|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Accessing Information (AI)

Vermont Standard 3.5

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

- Demonstrate the ability to identify, utilize, and/or evaluate resources from home, school, and/or community that provide valid health information.

Characteristics of Student Work

This skill category evaluates students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where the student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that the student understands what considerations should apply when evaluating health information or selecting a health-related product or service.

Skill Cues for Accessing Information

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.





Interpersonal Communication (IC) with Refusal Skills

Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively.

Vermont Standard 3.5

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

- Demonstrate refusal and negotiation skills to enhance health.

Characteristics of Student Work

This skill category evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low, where the student provides little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health; to high, where the student demonstrates the use of appropriate communication techniques to exchange information effectively.

Skill Cues for Interpersonal Communication

- share information
 - clear, organized ideas or beliefs
- constructively express preferences, feelings, and needs
 - use "I" messages
 - tone—respectful vs. aggressive and confrontational
- use language expressively and persuasively
 - body language supports message
 - show awareness of audience

Skill Cues for Refusal

- demonstrate refusals
 - clear "no" statement
 - walk away
 - provide a reason
 - delay, change the subject
 - repeat refusal
 - provide an excuse
 - put it off

Generic Skills Rubric

- | | |
|---|---|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Interpersonal Communication (IC) Advocacy

Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively. This is evident when students:

- Use language expressively and persuasively.

Vermont Standard 5.15

Students design and create media products that successfully communicate.

Characteristics of Student Work

This skill category evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low, where the student shows little evidence of attempting to argue for a health-related position, to high, where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

Skill Cues for Interpersonal Communication

- share information
 - clear, organized ideas or beliefs
- constructively express preferences, feelings, and needs
 - use "I" messages
 - tone—respectful vs. aggressive and confrontational
- use language expressively and persuasively
 - body language supports message
 - show awareness of audience

Skill Cues for Advocacy

- take a clear, health-enhancing stand/position
- support the position with relevant information
- show awareness of audience
- encourage others to make healthy choices
- demonstrate passion/conviction

4 Generic Skills Rubric

- | | |
|---|---|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Interpersonal Communication (IC)

Problem Solving & Conflict Resolution

Vermont Standard 3.12

Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Characteristics of Student Work

This skill category evaluates students' ability to use problem-solving, mediation, and/or conflict resolution skills. The quality of student responses may vary from low, where the student shows little or no evidence of the need to solve a problem or resolve a conflict, to high, where the student shows reflection and a progression through the problem-solving process that results in an agreed-upon solution.

Skill Cues for Problem Solving

- name the problem/conflict
- seek information from reliable sources
- explore a variety of solutions
- solve the problem

Skill Cues for Conflict Resolution

- show progression through a conflict resolution process
 - agree to negotiate
 - remain calm
 - use "I" messages
 - agree to be respectful
 - name the conflict/problem
 - hear differing points of view
 - listen to the feelings of the other person
 - identify individual and shared needs
 - list solutions to the conflict
 - evaluate solutions
 - agree on a solution
 - develop steps to action
 - try out solution and re-evaluate

4 Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



Goal Setting (GS)

Vermont Standard 3.5

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

- Develop a personal plan for health.

Characteristics of Student Work

This skill category evaluates the ability to use goal setting to enhance health. The quality of student responses may vary from low, where the student shows little or no recognition of the need to set a goal, to high, where the student shows reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan.

Skill Cues for Goal Setting

- show clear progression through a goal-setting process
 - provide a clear goal statement
 - identify a realistic goal
 - present a plan for reaching goal
 - evaluate or reflect on action

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.



Decision Making (DM)

Vermont Standard 3.7

Students make informed decisions.

Characteristics of Student Work

This skill category evaluates students' ability to use decision making and to analyze the influence of internal and external elements on healthy choices. The quality of student responses may vary from low, where the student shows little or no recognition of the need to make a decision, to high, where the student shows reflection and a logical progression through a decision-making process that results in a health-enhancing decision.

Skill Cues for Decision Making

- personalize a decision to be made
- show progression through a decision-making process
 - identify the decision to be made
 - consider options and consequences
 - seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources
 - take action or make decision
 - evaluate or reflect on action



Generic Skills Rubric

- | | |
|---|---|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Vermont Standard

3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.

Self Management

TIPS

- ◆ **Identify healthy behaviors.**
- ◆ **Describe or demonstrate healthy behaviors or habits and safety techniques.**
- ◆ **Identify strategies to avoid or manage unhealthy or dangerous situations.**
- ◆ **List the steps in the correct order if there is one.**





3.3

Students demonstrate respect for themselves and others.

Self Management Respect

TIPS

- ◆ Demonstrate kind and caring manner toward yourself and others.
- ◆ Show consideration for self and others.
- ◆ Demonstrate empathy for other people's feelings and ideas.
- ◆ Show positive ways to interact with others.
- ◆ Use a polite tone of voice.
- ◆ Be assertive, but not aggressive and confrontational.
- ◆ Listen attentively.





Core Concepts

TIPS

Vermont Standard 3.4
Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Vermont Standard 3.5
Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Vermont Standard 7.14
Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- ◆ **Use complete, factual information.**
- ◆ **Be sure the facts are accurate.**
- ◆ **Show relationships among ideas.**
- ◆ **Make factual conclusions about health.**





Vermont Standard 5.14

Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

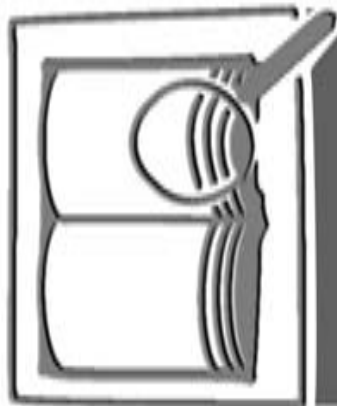
INF

Analyzing Influences

TIPS

- ◆ Analyze, interpret, and/or evaluate the effects and influences of media messages.
- ◆ Provide evidence to support your judgments about what you see and hear.
- ◆ Compare what you see and hear in the media to your life.
- ◆ Explain how point of view and bias affect what you see in the media.





Vermont Standard

3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students

Demonstrate the ability to identify, utilize, and/or evaluate resources from home, school, and/or community that provide valid health information.

Accessing Information

TIPS

- ◆ **Identify sources of information.**
- ◆ **Explain how to find the needed help.**
- ◆ **Explain what type of help this new source offers.**
- ◆ **Explain why it is a good source.**





Interpersonal Communication with Refusal Skills



TIPS

- ◆ Be clear and organized.
- ◆ Show dialogs that express your preferences, feelings, and needs.
- ◆ Use “I” messages.
- ◆ Use a respectful tone—not aggressive and confrontational.
- ◆ Indicate body language that supports your message.
- ◆ Be sure the material is right for your audience.

Tips for Refusals

- ◆ demonstrate kind and caring manner toward self and others
- ◆ show consideration for self and others
- ◆ demonstrate empathy to other people's feelings and ideas
- ◆ demonstrate positive interactions with others

Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively.

Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students demonstrate refusal and negotiation skills to enhance health.





Interpersonal Communication Advocacy



TIPS

- ◆ Take a clear stand for a healthy choice.
- ◆ Use information to support the choice.
- ◆ Show awareness of the audience for the message.
- ◆ Be persuasive and encourage others to make healthy choices.
- ◆ Show conviction about the message.

Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively. This is evident when students

Use language expressively and persuasively.

Vermont Standard 5.15

Students design and create media products that successfully communicate.





Interpersonal Communication Problem Solving & Conflict Resolution



Vermont Standard

3.12

Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

TIPS

for Problem Solving

- ◆ Name and clarify and name the problem.
- ◆ Seeks information from reliable sources.
- ◆ Explores a variety of solutions.
- ◆ Solve the problem and show why it works.

TIPS

for Conflict Resolution

- ◆ Show how to use a conflict resolution process.
- ◆ Stay calm, and agree to negotiate and be respectful.
- ◆ Name the conflict or problem.
- ◆ Listen to different points of view.
- ◆ Listen to the feelings of the other person.
- ◆ Use "I" messages.
- ◆ List and evaluate possible solutions.
- ◆ Agree on a solution, try it out, and evaluate it.





Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

Develop a personal plan for health.

Goal Setting

TIPS

- ◆ **Show all the steps in a goal-setting process.**
- ◆ **Write a clear goal statement.**
- ◆ **Be sure the goal is realistic.**
- ◆ **Make a plan for meeting the goal.**
- ◆ **Show how to evaluate and adjust the plan if needed.**





**Vermont Standard
3.7**
Students make informed
decisions.

Decision Making

TIPS

- ◆ **Show all the steps of the decision-making process.**
- ◆ **Identify the decision to be made.**
- ◆ **Identify options and possible consequences.**
- ◆ **Seek information from a reliable source.**
- ◆ **Make a decision.**
- ◆ **Evaluate and reflect on the decision.**

DM



Planning for Performance Assessment in the Classroom

Performance tasks (also called prompts) are assignments or directions that ask students to undertake a task or series of tasks to demonstrate proficiency with health-related concepts and skills. A task, or prompt, might be a question on a test, an assignment, or a classroom project. The prompt presents the context of the situation, the problem or problems to be solved, and criteria by which student work will be evaluated. Student work is scored using the specified scoring criteria.

The Performance Assessment Template can help you design performance tasks. A variety of project options allows your students to choose a variety of formats to complete the tasks. (See the list of “Project Options by Skill Area.”)

Plan and organize your performance tasks to be part of your regular class work and assessment procedures. They should not be extra or isolated tasks for you or your students. Using a variety of tasks and focusing on different skills, you will be able to provide students with several opportunities to meet the Vermont standards.

VERMONT DEPARTMENT OF EDUCATION
PERFORMANCE ASSESSMENT *TEMPLATE*

Step 1: Getting Started—What area of health does this project assess? What standards and outcomes does it relate to? Why is it important? What is the focus of the project?

Title of Assessment: _____

Recommended Grade Level: _____ **Content Area:** _____

Emphasis: _____

Vermont Standards/Evidence	Health Outcomes

Why important? _____

Focus of project: _____

Step 2: Construct the Prompt or Item

Project Description: _____

Your Challenge/Requirements: _____

Time: _____

Materials: _____

Project Options: _____

Step 3: Determine Criteria for Success

Assessment Criteria

The project must include the following:	Relates to key criteria from rubric:

PERFORMANCE ASSESSMENT EXAMPLE

Step 1: Getting Started—What area of health does this project assess? What standards and outcomes does it relate to? Why is it important? What is the focus of the project?

Title of Assessment: Injury Prevention: Sports Safety

Recommended Grade Level: Elementary **Content Area:** Injury Prevention

Emphasis: Core Concepts, Advocacy, Self Management

Vermont Standards/Evidence	Health Outcomes
1.15 Students use verbal and nonverbal skills to express themselves effectively.	Demonstrate support for others to make positive choices to reduce the risk of injury. Advocate for the use of appropriate protective equipment.
3.5 Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.	Explain how childhood injuries can be prevented. Identify ways a person can stay healthy and prevent injury.

Why important? Unintentional injuries are common among young children, especially those who do not make regular use of safety equipment.

Focus of project: In this task, students will advocate for the use of safety equipment that can reduce unintentional injury.

Step 2: Construct the Prompt or Item

Project Description: Have you ever seen someone do something that you know is unsafe?
Have you ever wondered why so many people are injured while doing everyday sports activities?
If so, then you are ready to do this task.

Your Challenge/Requirements: Use what you know about basic safety rules and safety equipment to design a poster or other presentation that will teach other students your age how to be safe during an outdoor activity or sport. Be sure that your project includes both pictures and information that will help persuade students to act safely.

Time: *This performance task is to be completed over multiple class periods. In addition, students will spend time outside class working on the task.*

Materials: *Students will need paper, markers, colored pencils or crayons, magazines for pictures, previous materials that identify rules and safety equipment.*

Project Options: *poster* *video presentation* *billboard*
TV ad *picture book*
radio ad *bulletin board*

Step 3: Determine Criteria for Success You will be assessed on your ability to show concepts and skills for staying safe during activities.

Core Concepts

Project must include the following:	Key criteria from CC rubric:
<ul style="list-style-type: none">• why basic safety rules are important• how safety equipment prevents injury	<ul style="list-style-type: none">• Provide accurate and comprehensive information.• Show relationships between concepts.

Advocacy


Project must include the following:	Key criteria from AV rubric:
<ul style="list-style-type: none">• pictures that appeal to the target audience• clearly expressed, health-enhancing stand about safety	<ul style="list-style-type: none">• Show awareness of audience.• Take a clear, health-enhancing stand.

Self Management

Project must include the following:	Key criteria from SM rubric:
<ul style="list-style-type: none">• basic safety rules• the right way to use safety equipment	<ul style="list-style-type: none">• Identify healthy behaviors.• Identify protective behaviors.

Student Response

Injury Prevention—Sports Safety

SCALE	SCORE	COMMENTS
 Concepts	4	Accurate; complete; several relationships between health concepts and conclusions drawn.

Roller

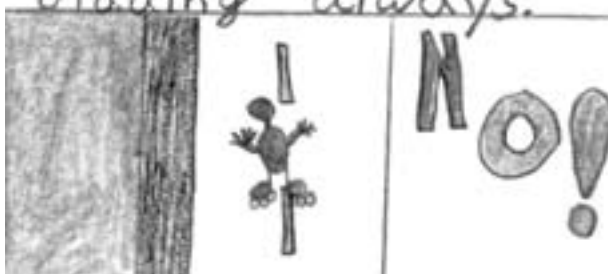
Blading!



Be careful when

you go roller

blading always.



Injury Prevention—Sports Safety

- Wear a helmet.



- Wear knee pads and elbow pads.

- Watch out for cars.

- Do not roller blade in the middle of the road.

- Do not get that close to another roller blader you might fall.

When you are roller blading think about safety.

It is better to be safe. Unless you follow safety rules you might get hurt when you are roller blading.

You never want to roller blade in the middle of the road.

Remember to wear Safety gear.



Always have your helmet buckled.

If you don't buckle it you might fall and your helmet will fall off and hurt your head.

Also tie your roller blades so you will not get the shoe laces get caught in the wheels.



Remember Safety --- first!!

PERFORMANCE ASSESSMENT EXAMPLE

Step 1: Getting Started—What area of health does this project assess? What standards and outcomes does it relate to? Why is it important? What is the focus of the project?

Title of Assessment: *Delaying Sexual Intercourse*

Recommended Grade Level: *Middle School* **Content Area:** *Sexual Health*

Emphasis: *Core Concepts, Advocacy*

Vermont Standards/Evidence	Health Outcomes
1.15 Students use verbal and non-verbal skills to express themselves effectively.	Demonstrate support for others to make positive health choices.
3.5 Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.	Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits. Identify the life-altering changes that can result from early pregnancy and/or STI/HIV.

Why important? *More than one million teenagers will become pregnant this year in the United States. Eighty-five percent of these pregnancies will be un-planned. Teens are in urgent need of both information and skills that help them make healthy choices about their sexual behavior. In this task, students will explore risks and advocate for delaying sexual intercourse.*

Focus of project: *In this task students will create a public service message directed at teens that will advocate the benefits of delaying sexual activity.*

Step 2: Construct the Prompt or Item

Project Description: *Many teenagers begin a sexual relationship without thinking of the physical, emotional, or social consequences of their actions. Then they often find themselves in situations that they are not ready to handle.*

Your Challenge/Requirements: *Your challenge is to create a public service message directed at teens that will advocate the benefits of delaying sexual activity.*

Time: *This performance task is to be completed over two-three class periods. Students will be given the opportunity to develop a draft and receive feedback from the teacher or other students and then develop a final project. Students will also present their project to the class.*

Materials: *Students will need paper and pencils, and any props necessary to present their television commercial.*

Project Options: *radio ad*

TV commercial

play

Step 3: Determine Criteria for Success—You will be assessed on your ability to show concepts and skills for healthy choices about sexual behavior. Your project must include an oral presentation (play, skit, radio advertisement) to be presented to the class and a written script.

Core Concepts

Project must include the following:	Key criteria from CC rubric:
<ul style="list-style-type: none"> risk factors associated with teen sexual activity emotional issues associated with sexual behavior 	<ul style="list-style-type: none"> Provide accurate and comprehensive information. Show relationships between concepts.

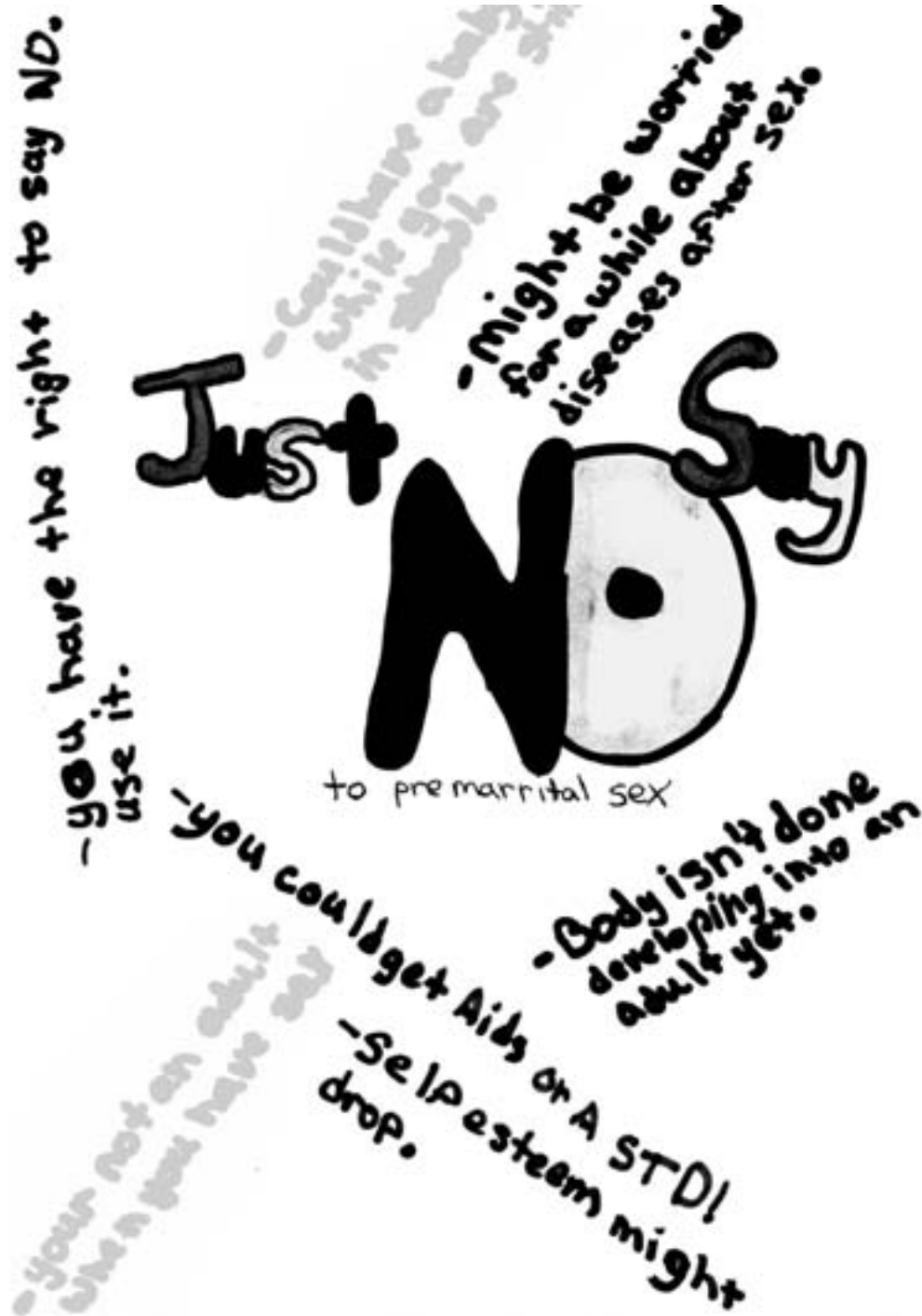
Advocacy

Project must include the following:	Key criteria from AV rubric:
<ul style="list-style-type: none"> a clear, health-enhancing message to others <ul style="list-style-type: none"> discouraging pressure to engage in sexual activity promoting alternatives to sexual behavior in relationships 	<ul style="list-style-type: none"> Show awareness of audience. Take a clear, health-enhancing stand.

Student Response

Sexual Health

SCALE	SCORE	COMMENTS
<div> <div></div> <div>Advocacy</div> </div>	3	Health-enhancing position stated; response provides mostly data; lacks strong conviction.



PERFORMANCE ASSESSMENT EXAMPLE

Step 1: Getting Started—What area of health does this project assess? What standards and outcomes does it relate to? Why is it important? What is the focus of the project?

Title of Assessment: *Analyzing and Accessing Physical Fitness Programs*

Recommended Grade Level: *High School* **Content Area:** *Physical Activity*

Emphasis: *Core Concepts, Accessing Information*

Vermont Standards/Evidence	Health Outcomes
3.5 Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.	Describe the components of physical fitness: cardio-respiratory endurance.
ccc. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.	Analyze physical activity products and programs for safety, effectiveness, and cost.

Why important? *To maintain health, people need to participate in regular fitness or wellness programs. Schools, hospitals, companies, public interest groups, and community agencies often offer these programs.*

Focus of project: *Students will research various programs and do a presentation contrasting at least three positive aspects of three programs.*

Step 2: Construct the Prompt or Item

Project Description: *Schools, hospitals, public interest groups, community agencies, and private companies offer fitness or wellness programs. What are the major components of a fitness program? How can you tell which ones are the best or will meet your fitness needs?*

Your Challenge/Requirements: *Your challenge is to describe the program components of fitness. Then gather information about at least three fitness programs offered in your community and write a report comparing and contrasting them.*

Time: *This performance task is to be completed over multiple class periods. Students will spend time outside of class working on the task.*

Materials: *Students will need access to sources, such as the library, Internet, phone numbers/ names for information on various fitness programs offered in their area. Students will also need computers (word processor and/or PowerPoint program) or paper, pens, poster board, etc. for report and presentation.*

Project Options: *written report* _____
oral report _____

Step 3: Determine Criteria for Success—You will be assessed on your ability to show concepts and skills that promote physical fitness. Your project must include evidence of the research you did, comparison of at least three programs, and three positive aspects of each program you describe.


Core Concepts

Project must include the following:	Key criteria from CC rubric:
<ul style="list-style-type: none">elements of fitnessimportance of qualified personnelimportant aspects of a fitness facility<ul style="list-style-type: none">cleanliness, equipment, environmentaffordability (price per month)accessibility (hours open)meeting special needs	<ul style="list-style-type: none">Provide accurate and comprehensive information.Show relationships between concepts.Draw conclusions.

Accessing Information

Project must include the following:	Key criteria from AI rubric:
<ul style="list-style-type: none"> • citing sources used to gather information • comparing and contrasting the positive aspects of each program • examining qualifications of personnel, including background and certification • considering the appropriateness of the service, including physical site, affordability, and accessibility 	<ul style="list-style-type: none"> • Identify or cite specific sources. • Evaluate validity of source. • Provide rationale for appropriateness of source. • Demonstrate ability to access appropriate community resources to meet specific needs. • Identify the type of help available from source.

Student Response
Physical Fitness

SCALE	SCORE	COMMENTS
 Accessing Information	3	Shows evidence to apply the skill; demonstrates methods for locating a variety of sources for fitness services; provides some evaluation; not fully proficient.

FITNESS/WELLNESS PROGRAM
WRITTEN REPORT

I went to the L.A. Valley College to see how there fitness & wellness program was and I saw that LAVC had a very excellent program. There special focus was on physical fitness, weight control, weight training, cardiovascular training, and stress management. The program had many different programs to choose from. They had facilities and special programs like: exercise equipment, swimming pool, gyms, nutritional counseling, and aerobic classes. This is one of the reasons why valley college has a good program.

In the fitness center there are fulltime P.E. and health instructors that are able to teach and help at any time someone has a problem. The instructor shows you and explains all the techniques you need to do for a particular exercise. It is not like a P.E. class your aloud to come any time you want, it is open during the day and night. The more you come the better health you have, and you will have a better understanding of how to exercise.

The program relates to health key concepts becuase doing these programs will help you in many aspects in health. You physically are better because of doing the program. Doing the activities helps releive tension in the body, and puts you in a more relaxed state. Many people say they enjoy the exercises because it is fun doing the programs. Mentally you feel better to meet more challenges in the day, and that is very important. Exercise brings blood into the brain which helps release the stress you may have. The program even had a

Physical Fitness

stress management program which is very good for people who are looking to cope with there stress. The stress management some said helped to release tension which helped them all aspects of health. You emotionally stronger to deal with a problem you may. Socially you will communicate better with others because of you being more patient and open minded to speak with.

Some of the requirements are pretty simple. You must be 14 years old and you need to get a 1 unit class session in Valley College. You need to enroll before at the the beggining of the semester, which is 16-18 weeks. The program costs \$13 for a semester term which is very good deal you probably will not find a program for 4 months at that low price.

I also talked with other programs in are neighborhood and saw that they did⁴have all the things LAVC had and at that low price. I made a chart to show the fitness & wellness programs and how I found each program. I saw that gold's gym and holiday spa were not as good as good as LAVC because they did not have the various different programs Valley had. Many liked the program and some told me it is smart to try a program in the future. I think I may even begin taking a weight training class later in the future. In my opinion it is a good idea to take the course because if you do not, you will miss out of one of the best deals you will find in a long time.

The source I used to get my information was the fitness center instructor in Valley College. He really helped me out in finding more lmformation about fitness & wellness programs they offer, and what some of programs are like. If it was not for the instructor I would not know much about there program. I think it was fun to go out and find out about a fitness & wellness program.

Physical Fitness

<u>FITNESS/ WELLNESS PROGRAM</u> <u>EVALUATION</u>	
FITNESS WELLNESS PROGRAMS I FOUND	HOW I LOCATED THE PROGRAMS?
L.A. VALLEY COLLEGE	-I was playing basketball in L.A.V.C and a basketball instructor told me about a fitness/wellness program in Valley College
GOLD'S GYM	-My brother goes to Gold's gym and he told me about checking up on there fitness/wellness program
HOLIDAY SPA	-I heard about the program on TV and I knew my mother goes there so I decided to check there fitness and wellness program

Project Options by Skill Area

Performance assessment—and in particular portfolio assessment—provides the opportunity to offer a wide variety of options as learning experiences. The following list, while not definitive, provides some examples of appropriate project options for each of the health literacy skills.

Analyzing Internal and External Influences



- Change an advertisement.
- Create a metacognitive scrapbook of personal health.
- Present a skit on peer pressure.
- Write a book.
- Rewrite a tale that helps explain influences.
- Present a role-play.
- Write a new law.
- Conduct surveys.

Accessing Information



- Report on a video.
- Watch video and make a brochure.
- Check a computer program.
- Conduct a research project.
- Conduct surveys.

Interpersonal Communication



- Create a puppet show.
- Perform a skit.
- Conduct an interview.
- Present a role-play.
- Draw a comic strip.
- Write a dialogue between characters.

Decision Making



- Present a role-play of a decision-making process.

Goal Setting



- Create a wellness plan.
- Create a fitness calendar.

Self Management



- Keep a journal.
- Write letters.
- Create a family tree.
- Create a fitness calendar.
- Present a role-play.
- Interview family members.

Advocacy



- Create a brochure.
- Design a T-shirt.
- Write a rap or song.
- Write a radio ad.
- Create a poster.
- Film a video.
- Teach a lesson to younger children.
- Perform a skit.
- Create a puppet show.
- Design a bumper sticker.
- Design a magazine advertisement.
- Write a law.
- Write a letter to the editor.

Section 4:

Aligning Standards,

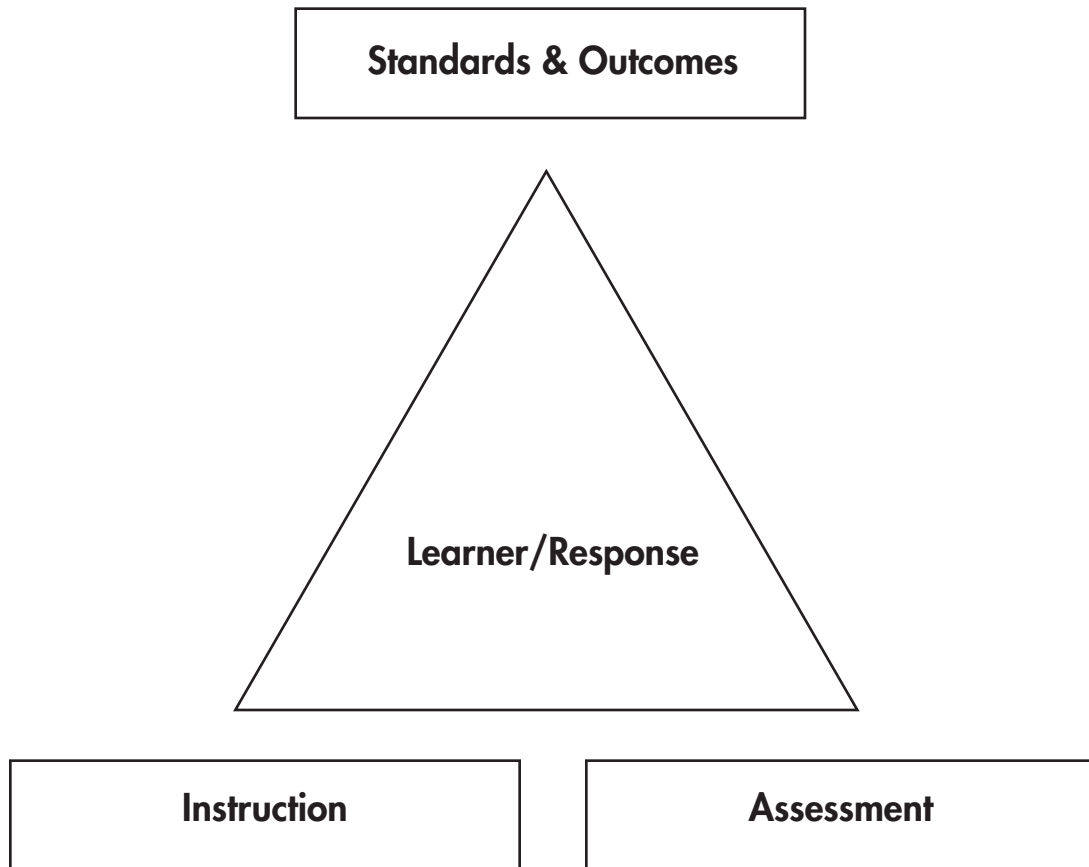
Instruction,

and Assessment

Introduction

This section provides directions and tools to help educators use standards to align skill-based health education curriculum, assessment, and instruction in order to develop health-literate citizens more effectively. Full implementation of health education standards involves changes in curriculum, instruction, and assessment. This section includes practical suggestions and tools for developing a standards-based health education curriculum, selecting or designing effective curricula for the classroom, and using data to drive decision making around health education curricula.

MODEL FOR ALIGNING STANDARDS, INSTRUCTION, AND ASSESSMENT



Standards, Instruction, and Assessment

The need to improve academic outcomes, critical thinking skills, and lifelong learning has resulted in an educational reform movement toward standards-based education. Connecting health and education is a crucial component of any educational reform initiative.

The standards are what all students should know and be able to do upon graduation from a K–12 school district. In Vermont, local control provides the opportunity for districts to determine the standards and outcomes/evidence that would be most appropriate for their students. The articulation of standards provides the opportunity for teachers to discuss what is critical for student learning in a specific content area.

Designing health education curriculum around a common set of targets that are clearly articulated for grades K–12 leads to a coherent, consistent system for student learning. The development of standards-based curriculum is a decision-making process involving the skillful combination and implementation of new units of study, existing/revised units of study, published materials, and learning experiences/routines for the purpose of linking learners with standards within a classroom and across classrooms and grades in a consistent and purposeful way.

This alignment extends to the area of assessment. With the alignment of curriculum and standards, the next question must be, “How will I know if my students have met the standard (target)?” Quality assessments aligned to the curriculum and standards will provide the evidence of student learning. In addition, these assessments will provide the information necessary to teachers who are making instructional decisions on a daily basis.

Ultimately, what is important is that the relationships must be clear and direct among identified standards, the learning-teaching activities selected, and the assessments used to document student attainment of standards.

SAMPLE ALIGNMENT OF STANDARDS, INSTRUCTION, AND ASSESSMENT
NUTRITION/GRADE 4 KNOW YOUR BODY/MODULE 2 BODY FUEL

Standards & Outcomes
3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Core Concepts: Identify the importance of physical activity and healthy food intake as part of a healthy lifestyle.

Goal Setting: Set goals for improving eating and exercise habits and monitor progress.



Learner/Response

Instruction

Know Your Body—Grade 4
(American Health Foundation)
Module 1 Goal Setting
Module 2 Body Fuel

Assessment

Know Your Body Performance
Assessment, Grade 4, Module 2:
Body Fuel

- Create a food log that identifies fat and fiber.
- Set a goal for improving fat and fiber intake.

**SAMPLE ALIGNMENT OF STANDARDS, INSTRUCTION, AND ASSESSMENT
DECISION MAKING/LIFE SKILLS PROGRAM—MIDDLE SCHOOL**

Standards & Outcomes

3. 7 Students make informed decisions.

Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms).

Learner/Response

Instruction

Life Skills Training (G. Botvin)
Decision Making Module

Assessment

SCASS HEAP Middle School
Performance Task 511: Benefits of
Being Tobacco Free

Steps for Designing, Coordinating, and Managing Health Education Curriculum, Instruction, and Assessment

In 1978, the Vermont legislature passed the Comprehensive Health Education Law (16VSA§131), which defined the ten components of comprehensive health education and established the statewide Comprehensive Health Education Advisory council. Act 51, mandating alcohol, tobacco, and drug prevention education programs, was passed in 1983. In 1988, the definition of Comprehensive Health Education was clarified and added to the course of study (§906) and thus, mandated in Vermont schools for grades K–12.

In January 1999, the *Vermont School Quality Standards* were published to ensure that all students in Vermont public schools receive quality education to enable them to achieve or exceed the expectations set forth in *Vermont's Framework of Standards and Learning Opportunities*. (Statutory Authority: 16 V.S.A. §§ 164 and 165; Sections 13(b) and (c) of Act 60). This document supports the development of standards-based health education curriculum and assessment.

Designing and implementing a standards-based, comprehensive school health education curriculum is a complex process. The following steps minimize problems and help ensure that the end product, the curriculum, is both comprehensive and sequential.

Step 1: Organize Committee

The school/community health education curriculum committee will have responsibility for the design of the curriculum. The committee may include representation from administration, school staff, school board, health-related groups, family and community members, and students. The committee needs administrative authorization, resources, and clear guidelines for its work. The committee should be provided with an orientation to comprehensive school health education and the process for curriculum design.

Step 2: Frame the Workplan

The committee will use the steps listed here to frame annual plans for its work. Some elements to include in the plan are identifying prospective teachers and other key people who need to be involved in the process, documentation, and process evaluation. The plan should include specific activities, responsibilities, and a yearlong timeline.

Step 3: Investigate Literature, Legislation, and Policies

The committee should become familiar with up-to-date state and national health education research, issues and trends. Key documents include:

- *Vermont's Framework of Standards and Learning Opportunities*
- *Vermont Health Education Guidelines for Curriculum and Assessment*
- Vermont School Quality Standards
- National Health Education Standards

Committee members should also become familiar with federal legislation and programs, state mandates, rules and regulations, and local school policies and procedures related to health education.

Step 4: Communicate and Advocate

At key points, the committee should:

- communicate with stakeholders and decision makers, both within the schools and in the community, regarding the curriculum development process
- advocate for actions that decision makers should take to effectively adopt, implement, and maintain health education

The committee should develop and implement communication and advocacy strategies that stipulate the actions school decision-makers could take and clearly delineate the benefits of these actions. During implementation and maintenance, special attention should be paid to generating visibility, highlighting success stories, and addressing potential controversy effectively.

Step 5: Assess Needs

A review of existing local health data can provide valuable information relating to community needs. Possible sources of local data include (Ellis 1999):

- Vermont Youth Risk Behavior Survey
- Search Institute's *Profile of Student Life: Attitudes and Behaviors*
- Community Profile Data
- other survey data or anecdotes about child and youth risk behaviors
- information on health behaviors valued by the community
- health problems and needs among children and youth identified as priorities by the community

- analysis of community characteristics that increase health risks or support healthy behaviors

Reference: Adapted from J. Ellis, 1999, *Implementing Health Education Standards*, Santa Cruz, CA: ETR Associates.

The needs assessment process provides an opportunity for community members to identify areas of health perceived as most critical for children and youth. The committee could conduct a well-designed needs assessment for the community that promotes public relations, provides information, and secures support for the committee's ongoing efforts. Student input should be solicited to determine students' health needs and interests, as well.

Step 6: Assess Health Education

Assessing the effectiveness of what is currently being taught is important. Curriculum mapping can identify specific topics and/or programs currently being taught, the amount of time allotted to each, teaching methods used, and the process used to assess student achievement. Teachers must indicate which health education concepts they think should be emphasized and the effectiveness of their current instructional practices. Local assessment data also needs to be analyzed. The committee should assess how health education links with other school initiatives, such as development of a local assessment system, Coordinated School Health Programs, Tobacco Grant activities, etc. The *Vermont Health Education Guidelines for Curriculum and Assessment* provides a tool for use in this process.

Step 7: Develop Philosophy and Mission

The committee should develop a philosophy for health education and a mission statement for the committee that reflects the beliefs of the school and community while supporting the overall school vision and mission.

Step 8: Review Resources

The committee should review existing resources prior to writing a curriculum. Many excellent health education resources, both comprehensive and categorical, are available. A number of research-based programs, as well as other excellent programs and materials, can be acquired from the Vermont Education Resource Centers (see Appendix C), health-related agencies and organizations.

Step 9: Write the Curriculum

The curriculum developed by the committee needs to be sequential and comprehensive in nature, merging the health content/risk behavior areas with Vermont Standards. For guidance, schools can refer to the *Vermont Health Education Guidelines for Curriculum and Assessment*. The committee should keep in mind the adolescent health risk behaviors that CDC/DASH has identified as the leading causes of morbidity and mortality among children and youth, which the agency recommends that schools focus their health education programs to address. (See Section 1, Health Education in Vermont.)

The curriculum details what students should know and be able to do at each grade level. Data gathered from Steps 3, 5, 6, and 8 should be used to inform the actual writing of the K–12 curriculum. This process may involve adopting, adapting, or compiling components of existing programs, using criteria for characteristics of effective health education. Schools with an established health education program may need only to revise and update the existing curriculum. The new or revised curriculum should clearly link standards, learning outcomes, instructional methods, and assessment strategies. Effective instruction should engage students and allow time for skill development. Many health issues extend across the curriculum; therefore, the committee should ensure that the health education curriculum coordinates with other subjects.

Step 10: Recommend Policies and Procedures

The committee should advocate for policies and procedures that support both the teacher and the child as learners. Committee members should work collaboratively with the board policy committee to review, develop, and adopt school policies and procedures that support a healthy school climate and reinforce student learning.

Step 11: Secure Curriculum Approval

The committee should present the curriculum for consideration to parents and the community through appropriate forums, such as community and/or PTA meetings. Following the review, the committee may consider revisions. The final curriculum should then be presented to the school board for approval. The board should periodically be updated on the status of the implementation of the health education curriculum.

Step 12: Conduct Professional Development

The committee should provide appropriate, high-quality professional development for teachers and staff to introduce them to the health education curriculum. It is of utmost importance that teachers responsible for implementing the curriculum be provided with adequate knowledge and skills. Ongoing support should be provided based on needs identified by the teachers. Teacher support includes time for attending building or grade-level meetings to share ideas and concerns, plan, resolve common issues, and learn about specific content. It is important to identify key people who will support teachers in the implementation process. Annual orientation should be provided for new teachers and administrators, teachers who have changed assignments, and teachers requiring additional support.

Step 13: Implement Curriculum

Once the curriculum is developed and teachers are prepared, the curriculum is ready for initial implementation. To encourage teachers to initiate the new curriculum, the committee should establish a timeline for field-testing lessons or a unit and develop a feedback process to provide periodic input. At the end of each year, the committee should review teacher feedback and revise the curriculum as needed.

Step 14: Maintain Curriculum

The committee should establish a systematic maintenance plan that maintains the integrity of the curriculum. The plan should include the following strategies.

- Gather teacher feedback and update the curriculum, including instructional ideas and classroom materials, on a yearly basis.
- Establish a screening process for new materials and programs.
- Update school and community members on success stories related to the implementation of the health education curriculum.

Step 15: Evaluate and Revise Curriculum

The committee should ensure that there is a process for evaluating and documenting curriculum effectiveness and identifying intended and unintended consequences. They should consider data from teacher observations and feedback, as well as student data that are intended for curriculum improvement and recommendations.

(Adapted from: Maine Department of Education, *Steps for Designing, Coordinating and Managing Health Education Curriculum, Instruction, and Assessment*, 2001. Katherine Wilbur, Health Education Coordinator.)

Characteristics of an Effective Health Education Curriculum

The CDC's Division of Adolescent and School Health (DASH) points out that today's state-of-the-art health education curricula reflect the growing body of research that emphasizes teaching functional health information (essential concepts); shaping personal values that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge.

Reviews of effective programs and curricula and input from experts in the field of health education have identified the following characteristics of an effective health education curriculum¹⁻¹²:

- a. **Focuses on clear health goals and related behavioral outcomes.** Curricula have clear health-related goals and behavioral outcomes that are directly related to these goals. Instructional strategies and learning experiences are directly related to the behavioral outcomes.
- b. **Is research-based and theory-driven.** Instructional strategies and learning experiences build on theoretical approaches (for example, social cognitive theory and social inoculation theory) that have effectively influenced health-related behaviors among youth. The most promising curricula go beyond the cognitive level and address health determinants, social factors, attitudes, values, norms, and skills shown to influence specific health-related behaviors.
- c. **Addresses individual values and group norms that support health-enhancing behaviors.** Instructional strategies and learning experiences help students accurately assess the level of risk-taking behavior among their peers (for example, how many of their peers use illegal drugs), correct misperceptions of peer and social norms, and reinforce health-enhancing values and beliefs.
- d. **Focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors.** Curricula provide opportunities for students to assess their vulnerability to health problems, actual risk of engaging in harmful health behaviors, and exposure to unhealthy situations. Curricula also provide opportunities for students to validate health enhancing beliefs, intentions, and behaviors.

- e. **Addresses social pressures and influences.** Curricula provide opportunities for students to address personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.
- f. **Builds personal competence, social competence, and self efficacy by addressing skills.** Curricula build essential skills including communication, refusal, assessing accuracy of information, decision-making, planning and goal-setting, self-control, and self-management, that enable students to build personal confidence and ability to deal with social pressures and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:
 - 1. Discussing the importance of the skill, its relevance, and relationship to other learned skills.
 - 2. Presenting steps for developing the skill.
 - 3. Modeling the skill.
 - 4. Practicing and rehearsing the skill using real-life scenarios.
 - 5. Providing feedback and reinforcement.
- g. **Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.** Curricula provide accurate, reliable, and credible information for usable purposes so that students can assess risk, correct misperceptions about social norms, identify ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally-relevant decisions, and build personal and social competence. A curriculum that provides information for the sole purpose of improving knowledge of factual information is incomplete and inadequate.
- h. **Uses strategies designed to personalize information and engage students.** Curricula include instructional strategies and learning experiences that are student-centered, interactive, and experiential (for example, group discussions, cooperative learning, problem solving, role playing, and peer-led activities). Learning experiences correspond with students' cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for
 - 1. Addressing key health-related concepts.
 - 2. Encouraging creative expression.
 - 3. Sharing personal thoughts, feelings, and opinions.
 - 4. Developing critical thinking skills.

- i. **Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.** Curricula address students' needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels. Learning is relevant and applicable to students' daily lives. Concepts and skills are covered in a logical sequence.
- j. **Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.** Curricular materials are free of culturally biased information, but also include information, activities, and examples that are inclusive of diverse cultures and lifestyles (such as gender, race, ethnicity, religion, age, physical/mental ability, and appearance). Strategies promote values, attitudes, and behaviors that acknowledge the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students' skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities.
- k. **Provides adequate time for instruction and learning.** Curricula provide enough time to promote understanding of key health concepts and practice skills. Affecting change requires an intensive and sustained effort. Short-term or "one shot" curricula, such as a few hours at one grade level, are generally insufficient to support the adoption and maintenance of healthy behaviors.
- l. **Provides opportunities to reinforce skills and positive health behaviors.** Curricula build on previously learned concepts and skills and provide opportunities to reinforce health-promoting skills across health content areas and grade levels. This could include incorporating more than one practice application of a skill, adding "skill booster" sessions at subsequent grade levels, or integrating skill application opportunities in other academic areas. Curricula that address age-appropriate determinants of behavior across grade levels and reinforce and build on learning are more likely to achieve longer-lasting results.
- m. **Provides opportunities to make positive connections with influential others.** Curricula link students to other influential persons who affirm and reinforce health-promoting norms, beliefs, and behaviors. Instructional strategies build on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in student learning.
- n. **Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.** Curricula are implemented by teachers who have a personal interest in promoting positive health behaviors, believe in what they are teach-

ing, are knowledgeable about the curriculum content, and are comfortable and skilled in implementing expected instructional strategies. Ongoing professional development and training is critical for helping teachers implement a new curriculum or implement strategies that require new skills in teaching or assessment.

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Nutrition and Physical Activity (NUT/PA)—Elementary




1.15 Students use verbal and nonverbal skills to express themselves effectively.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Identify the importance of healthy eating and exercise habits for self and others.	Interpersonal Communication AV  Advocacy				
a. Practice effective communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.	IC  Interpersonal Communication				


3.3 Students demonstrate respect for themselves and others.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Recognize that people have different nutritional needs and that healthy body weight varies from person to person.	Self Management RESPECT  Respect				
b. Demonstrate support for others and their food selections and activity choices.					




3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Explain how choosing to be active and to eat healthy foods promotes healthy growth and development.	CC  Core Concepts				


3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Identify the importance of physical activity and healthy food intake as part of a healthy lifestyle. b. Describe health reasons for eating according to MyPyramid. c. Identify and classify foods according to MyPyramid. d. Identify the importance of eating a variety of foods. e. Explain how to use basic information found on food labels (e.g., product name, ingredients, nutrient content, storage information).	CC  Core Concepts				


3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others—continued

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
<p>f. Explain the importance of cleanliness when preparing, serving, and eating foods.</p> <p>g. Identify the importance of stretching, warm-up, and cool down exercises.</p> <p>h. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.</p>	<p>CC</p>  <p>Core Concepts</p>				
<p>a. Assess personal eating and physical activity behaviors, set goals for improvement, and monitor progress.</p> <p>b. Demonstrate ways to plan to be active before, during, and after the school day.</p>	<p>GS</p>  <p>God Setting</p>				
<p>a. Identify reliable sources for information about nutrition and physical activity.</p>	<p>AI</p>  <p>Accessing Information</p>				


3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others—continued

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Describe how to select a healthy diet based on MyPyramid. b. Explain safe food-handling practices. c. Demonstrate the use of protective equipment for physical activity and sports. d. Describe how to determine if an environment is safe for physical activity and sports.	SM  Self Management				


3.7 Students make informed decisions.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Demonstrate decision-making skills regarding food choices and physical activity. b. Identify factors that influence food choices and physical activity.	DM  Decision Making				


3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Practice strategies for working cooperatively and respectfully with a group in a competitive as well as a non-competitive situation.	Interpersonal Communication PS&CR  Problem Solving and Conflict Resolution				

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Explain how media influences eating and physical activity behaviors.	INF  Analyzing Influences				

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Outcomes: Students will be able to:	Emphasis	Grade Level	Assessment	Instruction	Student Work Available
a. Explain the importance of nutrition and physical activity in maintaining a healthy body systems.	CC  Core Concepts				

Appendices

Appendix A: No. 270. AN ACT RELATING TO COMPREHENSIVE FAMILY LIFE EDUCATION AND APPROPRIATIONS

(H.218)

It is hereby enacted by the General Assembly of the State of Vermont Sec. 1. 16 V.S.A. Section 131 is amended to read:

§ 131. Definitions

For the purposes of this subchapter: “Comprehensive health education” means a systematic and extensive elementary and secondary educational program designed to provide a variety of learning experiences based upon knowledge of the human organism as it functions within its environment. The term includes, but is not limited to, a study of:

- (1) Body structure and function, including the physical, psychosocial and psychological basis of human development, sexuality and reproduction;
- (2) Community health to include environmental health, pollution, public health and world health;
- (3) Safety including first aid, disaster prevention and accident prevention;
- (4) Disease, such as HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease;
- (5) Family health and mental health, including instruction which promotes the development of responsible personal behavior involving decision making about sexual activity including abstinence; skills which strengthen existing family ties involving communication, cooperation, and interaction between parents and students; and instruction to aid in the establishment of strong family life in the future, thereby contributing to the enrichment of the community; and which promotes an understanding of depression and the signs of suicide risk in a family member or fellow student that includes how to respond appropriately and seek help and provides an awareness of the available school and community resources such as the local suicide crisis hotline.
- (6) Personal health habits including dental health;
- (7) Consumer health including health careers, health costs and utilizing health services;
- (8) Human growth and development, including understanding the physical, emotional and social elements of individual development and interpersonal relationships including instruction in parenting methods and styles. This shall include information regarding the possible outcomes of premature

sexual activity, contraceptives, adolescent pregnancy, childbirth, adoption, and abortion;

- (9) Drugs including education about alcohol, caffeine, nicotine and prescribed drugs; and
- (10) Nutrition.
- (11) How to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources.

Sec. 2. 16 V.S.A. Sec. 134 is amended to read:

§ 134. *[NON-MANDATORY NATURE OF SUBCHAPTER]*

RELIGIOUS EXEMPTION

Any pupil whose parent shall present to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, conflicts with the parents' religious convictions shall be exempt from such instruction, and no child so exempt shall be penalized by reason of that exemption.

Sec. 3. 16 V.S.A. Sec. 135 is amended to read:

§ 135. PROGRAM DEVELOPMENT

- (a) The department shall offer assistance to school districts and supervisory unions to provide teacher instruction in comprehensive health education.
- (b) Any school district board or supervisory union board may establish a comprehensive health education community advisory council to assist the school board in developing and implementing comprehensive health education. the school board shall provide public notice to the community to allow all interested parties to apply for appointment. The school board shall endeavor to appoint members that represent various points of view within the community regarding comprehensive health education.

§ 140. Tobacco use prohibited on public school ground

No person shall be permitted to use tobacco on public school grounds and no student shall be permitted to use tobacco at public school sponsored functions. Each public school board shall adopt policies prohibiting the possession and use of tobacco products by students at all times while under the supervision of school staff. These policies shall include confiscation and appropriate referrals to law enforcement authorities. –Added 1987, No. 162 (Adj. Sess.) §4; amended 1995, no. 52, § 1; 1997, No. 58, § 10.

Sec. 4. 16 V.S.A. Sec. 906 is amended to read:

906. COURSE OF STUDY

- (a) In public schools, approved and recognized independent schools and in home study programs, learning experiences shall be provided for pupils in the minimum course of study.
- (b) For purposes of this title, the minimum course of study means learning experiences adapted to a pupil's age and ability in the fields of:
 - (1) Basic communication skills, including reading, writing, and the use of numbers;
 - (2) Citizenship, history, and government in Vermont and the United States;
 - (3) Physical education and comprehensive health education including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society;
 - (4) English, American and other literature;
 - (5) The natural sciences; and
 - (6) The fine arts.

No. 51 An Act to Amend 16 V.S.A. Section 1045 and to add 16 V.S.A. Sections 907, 1165(e) and (f) and 33 V.S.A. Chapter 50 relating to Alcohol and Drug Abuse

§ 907. Course of study

The department of education in conjunction with the alcohol and drug abuse council is hereby authorized and directed to develop a sequential alcohol and drug abuse prevention education curriculum for elementary and secondary schools.

Vermont State Board of Education Rules

4200 Alcohol and Drugs

4213.1 Schools shall develop a sequential K-12 alcohol and drug abuse prevention education curriculum as defined in Vermont State Alcohol and Drug Education Curriculum Plan and in the Health Education and Traffic Safety and Driver Education requirements of the Standards for Approving Vermont's Public Schools.

Appendix B: Health Education Resource Center (HERC)

The Vermont Department of Education operates a Health Education Resource Center that maintains a variety of pre-K–12 health education materials. Currently practicing school and community-based educators may borrow curricula, books, models and kits, reference resources, and audio-visual materials free of charge.

For a complete list of available resources visit:

<http://education.vermont.gov/>

To request resources:

E-mail address: DOE-HERC@state.vt.us

Telephone number: (802) 828-0543

